

REQUEST FOR PROPOSALS

FOR THE

**GOVERNOR'S EARLY CHILDHOOD
EXCELLENCE CENTER INITIATIVE**

Administered by the
Wisconsin Department of Workforce Development
Division of Economic Support

January 26, 2000

**TIMETABLE FOR
EARLY CHILDHOOD EXCELLENCE CENTER GRANTS**

GRANT PERIOD: June 1, 2000 - December 31, 2001

Grant Applications Distributed	January 26, 2000
Applications Due	March 15, 2000 4:00 p.m. Central Standard Time
Evaluation of Applications	March 16, 2000 through April 14, 2000
Announcement of Awards	April 17, 2000
Grant Agreements Issued to Providers For Signature	May 15, 2000
Grant Period Begins	June 1, 2000
Payment is Disbursed	June 1, 2000
Grant Period Ends	December 31, 2001
Program Reports Due	January 31, 2001 January 31, 2002

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PART 1
APPLICATION FORM

COVER PAGE

This page should be the top page of your application package. Fill out this page only after you have completed the entire application and arranged it correctly according to the checklist provided on the following page.

Name of the Agency Submitting this Application:

Name of the County in which the applicant agency and proposed child care site resides. NOTE: If the applicant agency county is different from the proposed child care site county, enter the county of the proposed child care site:

CHECKLIST

This page should be the second page of your application package. You must complete this form. Applications should be limited to sixteen pages plus the Application Eligibility Summary Criteria (up to three pages) plus the required attachments. Applications for multiple sites will include three additional pages per site. Your application must be organized and the pages numbered in the order described below. Use this form as a checklist to make sure you have included, evaluated and reviewed all required contents and attachments.

Contents		Page Number	Your Initials Indicating Completion
Section I	Applicant Eligibility Summary Criteria	_____	_____
Section II	Application Information	_____	_____
Section III	Site Information	_____	_____
Section IV	Project Description	_____	_____
Section V	Grant Request	_____	_____
Section VI	Justification	_____	_____
Section VII	Project Budget	_____	_____
Section VIII	Assurances of Compliance	_____	_____
Section IX	Taxpayer Identification Number Verification	_____	_____
Attachment A.1.		_____	_____
Current License (See Instructions For Part 3, Section III: Site Information, C. License Information), which includes licensed capacity, proof of submittal of application for licensing or proof of contact with WCCIP or DHFS for each site.			
Attachment B.1.		_____	_____
Current Accreditation Certificate (See Instructions For Part 3, Section III. Site Information, D. Accreditation Information), which includes accreditation certificate or proof of submittal of application for accreditation for each site.			
Attachment C.1.		_____	_____
Organizational Chart (See Instructions For Part 3, Section IV. Project Description, D. Personnel/Staffing).			
Attachment C.2.		_____	_____
List of Job Descriptions (See Instructions For Part 3, Section IV. Project Description, D. Personnel/Staffing).			

Attachment D.1.

Operating Budget for the Grant Period of June 1, 2000 through December 31, 2001. (See instructions for Part 3, Section IV. Project Description, F. Ongoing).

Attachment D.2.

Operating Budget for the Fiscal Year following the Grant Period. (See Instructions for Part 3, Section IV. Project Description, F. Ongoing).

Attachment D.3.

Current Fiscal Year Operating Budget, Including Revenue and Expenses. (See Instructions for Part 3, Section IV. Project Description, F. Ongoing).

Attachment E.1.

Signed Assurances of Compliance with DWD Requirements. Complete the assurances, date and sign this page.

Attachment F.1.

Completed W-9 Form, the Taxpayer Identification Number Verification Form. Complete all information, date and sign this page.

SECTION 1: APPLICANT ELIGIBILITY SUMMARY CRITERIA
(1 of 3 pages)

Applicant Agency Name _____

Page Number

SECTION 1: APPLICANT ELIGIBILITY SUMMARY CRITERIA
(2 of 3 pages)

Applicant Agency Name _____

Page Number

SECTION 1: APPLICANT ELIGIBILITY SUMMARY CRITERIA
(3 of 3 pages)

Applicant Agency Name _____

Page Number

SECTION II: APPLICATION INFORMATION

Page Number:

A. Applicant Information

1. APPLICANT AGENCY NAME:	
2. STREET ADDRESS:	CITY: ZIP CODE:
3. MAILING ADDRESS:	CITY: ZIP CODE:
4. CONTACT PERSON:	5. TITLE:
6. CONTACT PERSON'S TELEPHONE NUMBER:	7. AGENCY'S FISCAL YEAR: From / To / month/day month/day
8. APPLICANT AGENCY IS: <input type="checkbox"/> For Profit Corporation <input type="checkbox"/> Non-Profit Corporation <input type="checkbox"/> Head Start Agency <input type="checkbox"/> School District <input type="checkbox"/> Other _____	
9. FEDERAL EMPLOYER IDENTIFICATION NUMBER:	10. DATE:
11. NAME, TITLE, AND SIGNATURE OF AUTHORIZED OFFICIAL OR OWNER:	

B. Grant Information

1. AREA TO BE SERVED: A. COUNTY: B. INDIAN TRIBE:

2. SUMMARY OF PROPOSED PROJECT

3. GEOGRAPHIC PRIORITY AREAS: If your proposed services will be provided in one or more of the identified priority areas, check each box that applies.

- ☐ High Population
- ☐ Low Population Density
- ☐ High Poverty

4. BUDGET SUMMARY: Provide totals from your grant request page (Part 1, Section V).

Total Project Budget	Grant Request	Cash Match
\$	\$	\$

5. a. Total number of child care slots to be sustained or created by this proposed grant:

- a. Total number of child care sites to be sustained, created or expanded by this grant (maximum of 2 for licensed group centers):

SECTION III: SITE INFORMATION

SITE NUMBER: _____

Page Number: _____

Complete a Site Information page for each site included in your application that is requesting funds, with a maximum of two sites for licensed group centers.

A. PURPOSE:

Is this Licensed Group Child Care Center currently caring for a licensed capacity of 51 or more children under the age of 5?

- ☐ Yes
☐ No

Is this Licensed Group Child Care Center

- ☐ A new child care site?
☐ An existing child care site?

Is this Licensed Family Child Care System/or Group Center combination currently caring for a licensed capacity of 51 or more children under the age of 5?

- ☐ Yes
☐ No

B. SITE LOCATION:

1. Name of Facility:
2. County:
3. Street Address:
4. City:
5. Contact Person:
6. Phone: ()

C. LICENSE INFORMATION (complete one of the following):

1. Date initial license was granted:
2. Date of application for the license (if not licensed yet):
3. Date that the center began working with WCCIP or licensing (if application for licensing has not yet been made):

D. ACCREDITATION INFORMATION (complete one of the following):

1. Date of accreditation:
2. Date of application for accreditation (if not accredited currently):
3. If the site is not yet accredited, attach the timeline for obtaining accreditation at this site.

E. PROJECTED CHILD CARE SLOTS: _____ TOTAL

_____ 0 – 1 Years Old _____ 1 – 2 Years Old _____ 2 – 4 Years Old _____ 5 and Older

F. SPECIAL NEEDS:

How many of the above slots are projected to be for children with special needs? _____

G. LOW INCOME CHILDREN:

How many of the above slots are/or will be children from families with income at or below 200 percent of the Federal Poverty Level? _____

H. FUNDS REQUESTED:

Amount of funds requested for this site: \$ _____

SECTION IV: PROJECT DESCRIPTION

Page Number:

A. Need for the Proposed Services (Use only the space provided)

B. Target Population (Use only the space provided)

Page Number:

C. Organizational Capacity (Use only the space provided)

Page Number:

D. Personnel/Staffing (Use only the space provided)

Page Number:

E. Work Plan/Activities (Use only the space provided)
Page 1

Page Number:

WORK PLAN FOR JUNE 1, 2000 THROUGH DECEMBER 31, 2001

ACTIVITY	BEGIN DATE	END DATE	STAFF PERSON RESPONSIBLE

WORK PLAN FOR JUNE 1, 2000 THROUGH DECEMBER 31, 2001

ACTIVITY	BEGIN DATE	END DATE	STAFF PERSON RESPONSIBLE

F. Ongoing Support (Use only the space provided)

Page Number:

SECTION V: GRANT REQUEST

Page Number: _____

- A. Grant Request** – Include only grant and associated matching funds/donations on this sheet. If you are applying for a multi-site grant, fill out one sheet for each site.

Site # _____

- | | |
|------------------------------|----------|
| 1. Grant request | \$ _____ |
| 2. Cash Match proposed | \$ _____ |
| 3. Total of Grant plus Match | \$ _____ |

- B. Line Item Budget for Planned Expenditures of Grant Funds**
Budget for use of grant funds (not including match):

- | | |
|--|----------|
| 1. Personnel: | \$ _____ |
| 2. Occupancy: | \$ _____ |
| 3. Major Equipment (@ over \$500 per item) | \$ _____ |
| 4. Minor Equipment (@ under \$500 per item) | \$ _____ |
| 5. Supplies: | \$ _____ |
| 6. Minor Remodeling: | \$ _____ |
| 7. Other Expenses: | \$ _____ |
| 8. TOTAL Grant Related Expenditures:
(Total of lines 1 – 7) | \$ _____ |

C. Match

Explain cash match below:

SECTION VI: JUSTIFICATION

Page Number:

For each site, include justification and explanation for each line item for planned expenditure of grant funds.

SECTION VII: PROJECT BUDGET

Page Number:

Use this page to show how your grant budget fits into the overall budget to develop your early childhood excellence center. If you are requesting a multi-site grant, combine all expenses onto this one sheet.

BUDGET CATEGORY	BUDGET FOR TOTAL PROJECT	GRANT FUNDS REQUESTED
Personnel:	\$ _____	\$ _____
Occupancy:	\$ _____	\$ _____
Major Equipment:	\$ _____	\$ _____
Minor Equipment:	\$ _____	\$ _____
Supplies:	\$ _____	\$ _____
Minor Remodeling:	\$ _____	\$ _____
Other Expenses:	\$ _____	\$ _____
GRAND TOTAL:	\$ _____	\$ _____

Use the space below to provide any further information explaining how the grant funds fit into the overall budget for your project:

**SECTION VIII: ASSURANCES OF COMPLIANCE WITH
DEPARTMENT OF WORKFORCE DEVELOPMENT REQUIREMENTS**

Page Number: _____

(Completion of this form is consistent with the intent of Title VI, Civil Rights Act & 45 CFR part 80)

_____(Name of Applicant, hereinafter called the "Applicant")
HEREBY AGREES THAT it will comply with the following assurances:

The undersigned possess legal authority and capacity to enter into this contract and a motion has been duly passed as an official act of the governing body of the Applicant, authorizing the execution of this agreement, including all understandings and all assurances contained therein, and authorizing the person identified as the official representative for the Applicant to act in connection with the Applicant and to provide such additional information as may be required.

The Applicant agrees that (a) funds granted as a result of this request are to be expended for the purposes set forth in this application and in accordance with all applicable laws, regulations, policies, and procedures of the State of Wisconsin or the federal funding agency, as applicable; (b) no expenditures will be eligible for inclusion if occurring prior to the effective date of the grant; (c) funds awarded by the Wisconsin Department of Workforce Development may be terminated at any time for violation of any terms and requirements of this agreement.

The Applicant ensures compliance with the Title VI of the Civil Rights Act of 1964 (P.L. 88-342) and all requirements imposed by or pursuant to the regulations of the Department of Health and Human Services (45 CFR Part 80) issued pursuant to that title. To that end, and in accordance with Title VI of that act and the regulations, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity in which the designated agency received federal assistance, or financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

The Applicant ensures compliance with the Title IX of the Education Amendments of 1972 which state that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the Applicant receives or benefits from federal financial assistance.

The Applicant shall comply with Section 504, Rehabilitation Act of 1973, which prohibits discrimination on the basis of a physical condition or handicap and the Age Discrimination Act of 1975 which prohibits discrimination because of age.

The Applicant shall ensure the establishment of safeguards to prevent employees, consultants, or members of governing bodies from using their positions for purposes that are, or give the appearance of being, motivated by a desire for private gain for themselves or others, such as those with whom they have family, business, or other ties as specified in Wisconsin Statutes 946.10 and 946.13.

Applicant: _____

Authorized Signature: _____

Date _____, 2000

Attach a completed W-9 form with your FEIN

If you need a copy of this form mailed to you,
please call Kath McGurk at the Office of Child Care at (608) 266-7001
or email your request with your name and mailing address to
mcgurka@dwd.state.wi.us

PART 2

GENERAL INFORMATION

BACKGROUND

In his 1999-2001 biennial budget, Governor Thompson earmarked up to \$10.5 million from the federal Child Care Development Fund to create at least five innovative, state-of-the-art Early Childhood Excellence Centers for low-income children age birth to five. The Wisconsin Department of Workforce Development (DWD), Division of Economic Support (DES) will serve as the sole point of contact for the State of Wisconsin, issue the Request for Proposal (RFP) and administer the funds to the selected child care centers. The DWD through the DES will award these grants for the period June 1, 2000 to December 31, 2001. Five or more sites around the state will be developed as Early Childhood Programs of Excellence in both rural and urban areas with geographic diversity. The top scoring proposal received within each DES Region will receive priority for funding. It is anticipated that two sites will be located within Milwaukee. Eligible applications may be funded in part or in full. Funding is not guaranteed beyond this grant period.

Recent research on brain development underscores the importance of the first four years of a child's life and demonstrates the positive long-term benefits of high quality early learning programs for low-income at-risk children. These Excellence Centers will provide high quality learning experiences for children under the age of five. The applicant must demonstrate creativity and innovation within the Request for Proposal. The applicant must indicate how their center(s) will use recent early brain development research to provide for state-of-the-art child care that emphasizes intellectual and social development. Projects should result in high quality experiences that support children's social, emotional, cognitive and language development. Music and foreign language opportunities should be incorporated into the child care programming on a regular basis. Successful applications will provide an environment rich in visual, auditory, tactile and other sensory experiences guided by research on brain development, and provided through positive interactions with consistent caregivers.

Grantees must provide parenting programs and parent educational opportunities to support parents as partners in positive child development. However, parenting programs and parent education programs are currently provided by many other agencies in Wisconsin, such as family resource centers and child abuse prevention programs. Early Childhood Excellence Center proposals should not include duplication of these efforts, but rather a demonstration of referral and collaboration. The parental education component should consist of informing parents on the innovative practices and providing guidance for methods to enhance their child's development and school readiness. The applicant will indicate current and future plans for collaborative efforts to link families to available resources within the community.

The Early Childhood Excellence Centers will serve as models to be replicated throughout Wisconsin, highlighting innovative, high quality programs which promote children's physical, social, emotional, cognitive and language development. Each center is also responsible for providing outreach and training to other child care providers in the local community. Neighboring child care provider homes and centers will be eligible to participate in training offered by the Excellence Centers and outreach designed to enhance the quality of individual children's programs.

The Department plans to contract with an outside agency to provide oversight, technical assistance and evaluation of the Early Childhood Excellence Initiative. Grantees from this RFP will be expected to work closely with the agency selected. Grantees will be required to offer open access for evaluation, provide data required, and cooperate in staff development efforts. Best practices identified will be shared throughout Wisconsin.

The Department plans to contract with an outside agency to provide a grants program that other child care providers can apply for in order to establish their own high quality early childhood learning programs. The concept is that the model program best practices will be replicated by other child care programs.

FUNDING

Total Funds Available

DES expects to award up to \$10.5 million over the 1999-2001 biennium through a minimum of five Early Childhood Programs of Excellence Center Grants. Over the biennium, the maximum individual grant awarded will not exceed \$2.1 million. Grants will be awarded on a formula basis:

- a maximum of \$4000 for each child care slot serving children under the age of five at the Excellence Center;
- a maximum of \$2000 for training child care workers and parent education (see Example 1 and 2);
- an applicant for a licensed group child care center can apply for a maximum of two individual site locations with a maximum award of \$2.1 million over the biennium for these two sites; and
- a lead agency can submit an application for multiple sites when applying for a licensed family child care system/satellite or combination of a licensed family child care system/satellite and licensed group center (see Example 4).

An applicant can request additional grant funding if the specific innovative programming identified within the RFP can fully justify the need for additional funds above the formula indicated above.

EXAMPLE 1: A child care center serving 75 children under the age of five (5) applies for this grant award. The maximum total grant award possible for this single site is:

$$75 \times \$4000 = \$300,000$$

$$\text{Training and Parent Education} = \$150,000$$

$$\text{Total Grant Award} = \$450,000$$

EXAMPLE 2: A child care center serving 75 children under the age of five (5) at site A, and 100 children under the age of five (5) at site B applies for this grant award. The maximum total grant award possible for this multiple site request is:

$$\text{Site A: } 75 \times \$4000 = \$300,000$$

$$\text{Site B: } 100 \times \$4000 = \$400,000$$

$$\text{Training and Parent Education} = \$350,000$$

$$\text{Maximum Total Grant Award} = \$1,050,000$$

EXAMPLE 3: A child care center serving 200 children under the age of five (5) at site A, and 240 children under the age of five (5) at site B applies for this grant award. The maximum total grant award possible for this multiple site request is:

$$\text{Site A: } 200 \times \$4000 = \$800,000$$

$$\text{Site B: } 240 \times \$4000 = \$960,000$$

$$\text{Training and Parent Education} = \$880,000$$

$$\text{Total} = \$2,640,000$$

$$\text{Maximum Total Grant Award Allowable} = \$2,100,000$$

EXAMPLE 4: A licensed family child care system serving a combined capacity of 60 children under the age of five (5) at 12 sites applies for this grant award. The maximum total grant award possible for this multiple site request is:

$$60 \times \$4000 = \$240,000$$

$$\text{Training and Parent Education} = \$120,000$$

$$\text{Total Grant Award} = \$360,000$$

Note: The child care budget and the project narrative should clearly indicate how these dollars will be used by the twelve sites both individually and collaboratively to provide training and parent education. Individual site budgets should be included with the RFP.

Funding Responsibilities

- Excellence Centers will be responsible to use at least 15 percent of the total funds received to be used to provide further training and technical assistance to other local child care providers to enhance current programs.
- Additionally, Excellence Centers will be responsible to use at least 10 percent of the total funds received to provide training and supportive services to parents. Training should provide parents with information that will increase parents' awareness and skills of how they can enhance their child's health and development and increase school readiness.

An applicant can request an exemption to this percentage of funding responsibility for training, technical assistance and parent supportive services if the specific innovative programming identified within the RFP can fully justify the need for this change.

Match

Award recipients must make a matching contribution from local or private sources for their proposed project equal to 25 percent of the grant award amount. Parent fees may be used as match as a minimum standard. The match must be a cash match, not in-kind services. The demonstration of commitment of matching contributions from other local or private sources is preferred. In addition, other new sources of program funds not provided for through this grant can be used as match. These new funds cannot be used to supplant current program funding, in order to be considered as match. Examples of this may be: purchase of staff training, purchase of educational materials and staffing costs necessary for the Early Childhood Excellence Center programming.

Demonstrate what additional funding is available beyond the grant funding. Grant funding should be used in addition to basic program funding, and cannot be used to supplant basic funding of the Early Childhood Excellence Center program. Grant dollars will not jeopardize current funding sources, such as parent fees or Wisconsin Shares Child Care Subsidies.

Grant funds received may not be used to:

- pay off prior debts, prior activities performed, expenses incurred, or items acquired before or after the grant period;
- fund services which are already available from other funding sources;
- supplant basic funding of existing child care programs;
- purchase or improve land;
- purchase, construct, or fund major remodeling of buildings;
- provide religious instruction or purchase materials for religious instruction; or
- support any legal actions taken against the federal or state government.

Grant funds received may be used for:

- staff training;
- a portion of the first year's operating costs;
- personnel costs;
- supplies;
- allowable equipment, which for the purpose of this grant, must be minor equipment with a per item cost of less than \$500 or major equipment with a per item total cost of more than \$500, but not more than \$10,000;
- minor remodeling required to meet licensing codes, which for the purpose of this grant, must be a remodeling project required to obtain a group child care license with a total cost (including materials and labor) of \$50,000 or less, per site;
- administration costs, but not more than five percent of the grant award. Allowable administration costs include overhead costs, indirect costs, salaries of staff not directly involved in program implementation, office equipment, and other administrative expenses.

HOW TO APPLY

A. Appearance

All applications must be typed or produced on a word processor in normal size type on white paper and be clearly readable. Applications with a type font size that is smaller than the one you are currently reading (10 point) will not be accepted. **Do not** submit applications in binders or folders.

B. Number of Copies

The applicant must submit one (1) original and eight complete, stapled copies of the application. Copies, like the original, should be single-sided sheets.

C. Attachments

No attachments or additional pages beyond the pages required in the application are allowed.

A. Due Dates

Applications must be received by mail or hand delivery by 4:00 p.m. central standard time (CST) on Wednesday, March 15, 2000. Faxes of the application or portions of the application will not be accepted. If mailed, applications should be sent to the following mailing address (use this full and exact address or proposals may become lost or delayed):

David Edie, Director
Office of Child Care
201 E. Washington Ave, Room 171
P.O. Box 7935
Madison, WI 53707-7935

For delivery by services other than the United States Postal Service (such as Federal Express or UPS Express), use the following hand delivered address:

David Edie, Director
Office of Child Care
GEF 1, 201 E. Washington Ave, Room 171
Madison, WI 53702

A proposal will be considered received on time if it is hand delivered to the person listed above or mailed to the individual listed above and received in the DES mailroom by 4:00 p.m. CST on Wednesday, March 15, 2000. Applicants should allow enough time for delivery by the United States Postal Services. It can take three to five days to receive mail from outlying areas. Applications received after the closing time of 4:00 p.m. on Wednesday, March 15, 2000, will not be reviewed and will be returned to the applicant. No exceptions will be made.

E. Supplemental and Clarifying Information

Unless requested by the Division of Economic Support, no additional information will be accepted from an applicant after the deadline. No exceptions will be allowed.

TECHNICAL ASSISTANCE

Sources of Help

1. Answers to questions about the application guidelines and other technical assistance regarding this RFP will be available by contacting Katherine McGurk mcgurka@dwd.state.wi.us or at 608/266-7001.
2. For information about child care licensing, contact the Department of Health and Family Services licensing office in your region. See Appendix 4 for a list of licensing offices.
3. An Educational Teleconference Network (ETN) Broadcast will occur on Wednesday, February 23, 2000, from 12 noon to 2:00 p.m. to answer questions that grant applicants may have regarding the Early Childhood Excellence Center grant application. A listing of ETN sites is included as Appendix 8.
4. Applicants may use the application on the Office of Child Care web page found at: <http://www.dwd.state.wi.us/des/childcare/>. The application may be completed online and then printed. It will still need to be signed, copied and submitted according to the guidelines outlined in HOW TO APPLY. The application is available on the web site as a PDF file. If you do not already have Adobe Reader 3.0 loaded on your PC, you will need to download a free copy of Adobe Reader before you will be able to view the application. Please follow the directions on the web page for obtaining your copy of Adobe Reader 3.0. The application is a fill-in form which can only be saved if you have Adobe Acrobat 4.0 or similar software. Most users do not have this type of software. We suggest that you use one of two methods when completing the application form online. One method is to print each page or set of pages as you complete them. Then you will not lose the work that you have already completed should you be interrupted. The other method is to create a draft of the application text by hand and type the finalized version into the online form. Additional hints and suggestions are available on the web site.
5. A listing of Frequently Asked Questions (FAQ's) and answers regarding the Early Childhood Excellence Centers will be updated on the Office of Child Care web page at the web site listed above.

PART 3

**EVALUATION CRITERIA
AND APPLICATION INSTRUCTIONS**

APPLICATION AND EVALUATION INFORMATION

Applications will be evaluated in a two step process. First, the Applicant Eligibility Summary Criteria will be reviewed to ensure the applicant is eligible to compete for the Early Childhood Excellence Center Grant. Second, upon completion of the eligibility summary review, eligible applicants will reviewed and evaluated according to the criteria and requirements outlined in Part 3 of the RFP. Applications that meet eligibility criteria and submission requirements will be evaluated on a statewide basis.

An applicant can score a maximum of 100 points. To be eligible for consideration for funding, an applicant must score a minimum of 75 points, prior to any addition of geographic priority points, unless DES decides it is in the best interest of the state to fund an applicant who scores less than 75 points.

Evaluators' scores will be tabulated and applications will be ranked. Results will be submitted to the DES Administrator for final decisions on awards and amounts. Evaluators may determine what responses to the application are equivalent to the criteria described in Part 3.

DES reserves the right to negotiate the award amount, authorized budget items and specific activities with the selected applicants before entering into a grant agreement. This RFP may or may not result in an award of a contract. DWD reserves the right at its sole discretion to cancel this RFP at any time and for any reason, and to reject any or all proposals at any time and for any reason. Receipt of proposals by DWD confers no rights upon the proposer. Receipt of proposals shall not in any manner whatsoever obligate DWD, the State of Wisconsin or any employees thereof.

SECTION 1: APPLICANT ELIGIBILITY SUMMARY CRITERIA

(17 points)

Upon review of the applicant eligibility summary (maximum of three pages), applicants who are not eligible for the Early Childhood Excellence Center grants according to the criteria listed within the Request for Proposal will not be considered for further review. Applicants who describe innovative and well-designed high quality learning centers within this summary will be included in the complete grant review process.

Early Childhood Excellence Center applicants must complete a summary (up to three pages) to answer the following two questions:

- Describe how you, the applicant, meet all eligibility requirements as outlined within this Request for Proposal. Be sure to include in your summary how you met the components described within the instructions.
- Identify how you will provide an innovative state-of-the-art model child care program. Highlight recent research on brain development that has been incorporated into the child care program. Identify additional services you will make available to develop creative, high quality learning centers. Indicate how you will provide an environment that is stimulating to children age birth through four years old.

Eligible Applicants

Eligible applicants will meet the following qualifications. The applicant must:

- be, or is in the process of becoming a licensed group center where at least sixty percent of the children served are from families with income at or below 200 percent of the Federal Poverty Level (FPL); or

be the organizational lead agency for a licensed family daycare system or satellite setting where at least sixty percent of the children served are from families with income at or below 200 percent of the FPL; or

be the organizational lead for a combination of a licensed group center and a licensed family daycare system or satellite setting where at least sixty percent of the children served are from families with income at or below 200 percent of the FPL;

- serve, or plan to serve, a licensed capacity for enrollment of at least fifty-one children under age five within the first year of the grant period. An applicant which consists of a combination of centers, systems or settings must serve, or plan to serve, a combined licensed capacity for enrollment of at least fifty-one children under age five within the first year of the grant period;
- have enrolled, or plan to enroll within the first year of the grant period, at least twenty percent of the full licensed capacity of children under age three. An applicant which consists of a combination of centers, systems or settings must enroll, or plan to enroll within the first year of the grant period, at least twenty percent of the full licensed capacity of children under age three;

EXAMPLE: A licensed group child care center currently has a licensed capacity of 120 children. This center is currently serving 60 children under the age of five. This center meets the requirement of serving 51 or more children under the age of five.

This center is currently serving 28 children under the age of three. This center meets the requirement of serving a minimum of 20 percent of the licensed capacity of children under age three.

Licensed capacity = 120 children

$120 \times 20\% = 24$

The center exceeds the minimum of 24 children served under the age of three.

- have licensed experience caring for children under age five (5), including infants and toddlers. At least two to three years of experience caring for infants and toddlers is preferred. If the applicant is in the process of becoming licensed, the applicant must describe previous child care experiences which indicate a thorough understanding of components required for providing high quality child care and how this knowledge will be

applied to the development of a Early Childhood Excellence Center;

- be, or indicate the plan and timeline for obtaining licensing and accreditation for the child care program. If the applicant is not yet licensed, the applicant must indicate the plan and timeline for obtaining licensing and accreditation at this site. The applicant must demonstrate previous child care experiences which indicate a thorough understanding of components required for providing high quality child care;
- demonstrate how the child care provided will be state-of-the-art, emphasizing social, emotional, cognitive and language development. Creative approaches to providing high quality, innovative learning experiences, and providing linkages to other community resources available must be indicated;
- have experience in, or demonstrate the ability to, provide parenting programs and parent educational programs. If you plan to subcontract for parent education, thoroughly demonstrate that the subcontractee is qualified to provide these services;
- demonstrate experience in providing, or the ability to provide, child care training and technical assistance to other child care providers. If you plan to subcontract for training, thoroughly demonstrate the subcontractee's qualifications;
- demonstrate established private and public sector partnerships;
- exhibit organizational experience which is equivalent to the qualification in this section (Eligible Applicants) for applicants planning new licensed child care centers; and
- have no serious licensing non-compliances.

If an applicant does not demonstrate in the application that they have met all qualifications for Eligible Applicants in this section, the applicant is not eligible for a grant award.

Up to twelve additional points will be awarded to applicants that:

- are Head Start programs or Early Head Start programs;
- co-locate or closely collaborate with Family Resource Centers and/or parent education programs;
- co-locate or closely collaborate with 4-year old kindergarten programs;
- co-locate or closely collaborate with 3-5 year old special education programs operated by public schools, and/or Birth to Three programs for infants and toddlers with disabilities an/or developmental delays, or Regional Children with Special Health Care Needs Centers;
- located in geographic areas with Infant/toddler Credential programs for child care workers;
- collaborate with family day care providers to serve infants and toddlers.

Eligible Child Care Settings

All eligible applicants must propose services in settings that:

- are licensed to provide group center child care, a family child care system or satellite/licensed group center with a lead organizational agency;
- have, or plan to have within the first year of the grant period, a minimum licensed or combined capacity of fifty-one or more children under the age of five;
- serve, or plan to serve within the first year of the grant period, a minimum or combined minimum of twenty percent of the licensed capacity of children ages birth through two years old;
- are, or are in the process of becoming, accredited as a child care program meeting high quality standards;
- do not have any serious licensing non-compliances within the past two years preceding this application due date.

If an applicant does not demonstrate in the application that they have met all qualifications for Eligible Child Care Settings in this section, the applicant is not eligible for a grant award.

CHARACTERISTICS OF A HIGH QUALITY CHILD CARE PROGRAM:

- Small groups with high staff-to-child ratios;
- A primary caregiver;
- Continuity of care;
- Responsive caregiving;

- Cultural, linguistic and familial continuity, cultural competency;
- Meeting the needs of the individual in the group context;
- Promotion of health and safety;
- Age-appropriate physical environment;
- Staff trained in child development;
- Programs licensed and accredited;
- Professional health care staff with experience in infant and child health. Registered nurse or MD with pediatric experience or Pediatric Nurse Practitioner.

SECTION II: APPLICATION INFORMATION

(4 POINTS)

A. Applicant Information

1. **APPLICANT AGENCY NAME:** The applicant agency is the eligible applicant and a legal entity (corporate body) which assumes the liability for the administration of the funds and is responsible to the Wisconsin Department of Workforce Development for the performance of the project activities. This is a Child Care Center, Head Start Agency, Family Resource Center, or other collaborative program. The applicant agency name should be the same name as the legal agency name on the attached W-9 form.
2. **STREET ADDRESS, CITY, ZIP CODE:** Enter the street address, city and zip code of the applicant agency (the location at which the applicant agency resides).
3. **MAILING ADDRESS, CITY, ZIP CODE:** Enter the mailing address, city, and zip code of the applicant agency if different than the street address (to be used for sending grant agreements, correspondence, payments, and other related mailings).
4. **CONTACT PERSON:** Enter the name of the applicant agency's contact person responsible for this project who can answer any questions which may arise in the course of the grant review process or grant period.
5. **TITLE:** Enter the title of the contact person named in item 4.
6. **CONTACT PERSON'S PHONE NUMBER:** Enter the telephone number of the contact person listed in item 4.
7. **AGENCY'S FISCAL YEAR:** Enter the month and day that the applicant agency's fiscal year begins and ends. (For example: from January 1 to December 31; from July 1 to June 30; from October 1 to September 30).
8. **LEGAL STATUS OF APPLICANT AGENCY:** Check the box which identifies the applicant agency's legal status. If other, please specify.
9. **FEDERAL EMPLOYER IDENTIFICATION NUMBER:** Enter the applicant agency's federal employer identification number.
10. **DATE:** Enter the date you have completed the application.
11. **NAME, TITLE, AND SIGNATURE OF AUTHORIZED OFFICIAL OR OWNER:** Enter the required information. The individual named must be authorized to enter into legal and binding agreements on behalf of the applicant agency.

B. GRANT INFORMATION

1. **AREA TO BE SERVED:** Enter the name of the county(ies) in which this application proposes that services will be provided. If services will be provided on an American Indian Reservation or for the Ho-Chunk nation (formerly Winnebago tribe), enter the name of the tribe.
2. **SUMMARY OF PROPOSED PROJECT:** Provide a brief explanation of your proposed project in the space provided.
3. **GEOGRAPHIC PRIORITY AREAS:** Appendix 2 of this RFP provides a list of counties that have been identified as priority areas for this grant program. If your program serves counties listed in Appendix 2, check the appropriate boxes.

4. BUDGET SUMMARY: From the GRANT REQUEST, Section V, of your application, enter the totals from the respective columns for:

Grant Request Enter the total from the GRANT REQUEST, Section V, of your application.

Cash Match Enter the total from the GRANT REQUEST, Section V of your application.

Total Project Budget Add totals from the GRANT REQUEST, Section V, of your application and enter the grant total here.

- 5a. Enter the total number of child care slots (number of licensed child care slots to serve children) to be sustained or created by the grant.
- 5b. Enter the total number of sites to be sustained, created or expanded by the proposed grant project (a maximum of two sites are eligible for a licensed group center, multiple sites are eligible for a family day care system or family day care system/licensed group center combination).

SECTION III SITE INFORMATION

(10 points with possible bonus for accreditation)

Complete a Site Information page for each new or existing site for which you are submitting an application, proposing to start or expand child care services, and requesting funds for those services. A maximum of two sites for a licensed group center is allowable. Multiple sites are eligible for a family day care system or family day care system/licensed group center combination. If the proposed center is currently an accredited child care program or an Early Head Start program at the site(s), ten bonus points will be awarded. If the program has multiple sites, bonus points will be based on the number of accredited sites.

SITE NUMBER: For each site for which you complete a Site Information Page, enter a number (such as 1 or 2) to aid in distinguishing one site from another.

A. Purpose

Is this site a Group Child Care Center currently serving a licensed capacity of 51 or more children under the age of five? Check the correct box.

If this site is a new site, check box (a) and continue.

If this is an existing site, check box (b) and continue.

Is this site a Licensed Family Child Care System/or Group Center combination currently caring for a licensed capacity of 51 or more children under the age of five? Check the correct box.

B. SITE LOCATION

1. Name of Facility: If the site is a group center site, enter the name of the facility as it appears on the child care license. If the group center is a new agency and not yet licensed, leave this line blank unless you know that the name you hope to use is valid. If the site is a licensed family child care site, enter the name of the facility as it appears on the child care license.
2. County: Enter the name of the county in which the facility is located.
3. Street Address: Enter the street address at which the site is located.
4. City: Enter the name of the city or town in which the site is located.
5. Contact Person: Enter the name of someone at the site who can answer questions about the location and services.
6. Phone: Enter the telephone number of the site and contact person entered in Item 5, Contact Person, above.

C. LICENSE INFORMATION

Complete only one of the following for each site and attach a copy of the verification as Appendix A.1.:

1. Date of Initial License: If this site is licensed, enter the date on which the provisional or initial license was granted and the maximum number of children and hours that the license permits. Submit a copy of the license.
2. Date of License Application: If this site is not yet licensed, but an application for a license has been submitted to the DHFS regional licensing office, enter the date on which the application was submitted to that office or is anticipated to be submitted.
3. Date Provider began working with WCCIP or Licensing: If this site is not licensed and no application for a license has been submitted to the DHFS regional licensing office, enter the date on which the provider began working with the Wisconsin Child Care Improvement Project (WCCIP) or a DHFS licensing specialist and enter the date that the provider anticipates submitting an application for a child care license for this site.
Include a timeline for becoming licensed and for meeting higher standards of quality.

D. ACCREDITATION INFORMATION

Complete only one of the following for each site and attach a copy of the verification as Appendix B.1.:

1. Date of Accreditation: If this site is accredited, enter the date on which the accreditation was received. Submit a copy of the accreditation certificate.
2. Date of Accreditation Application: If this site is not yet accredited, but an application for accreditation has been submitted, enter the date on which the application for accreditation was sent in.
3. If this site is not yet accredited, indicate in detail what past experiences provide for an understanding of high quality child care services for children under the age of five, and include the plan and timeline for this site to obtain accreditation. Document what milestones will be used as measurement for the development of a high quality child care program.

E. PROJECTED CHILD CARE SLOTS : Enter the number of child care slots you plan to serve in each age category as a result of your proposed grant project. Slots for children with special needs should be counted here as well as in Section F.

F. PROJECTED SPECIAL NEEDS CHILD CARE SLOTS : Enter the total number of slots that will be available for children with special needs as a result of your proposed grant project. Do not specify ages.

G. LOW INCOME CHILDREN SERVED: Enter the total number of enrolled children who are from families with income at or below 200 percent of the Federal Poverty Level.

H. AMOUNT OF FUNDS REQUESTED FOR THIS SITE : Enter the total from your site budget page that corresponds to this site. If you are only requesting funds for one site, this will be the total grant amount.

SECTION IV: PROJECT DESCRIPTION

(69 points)

Throughout this section be sure that you use only the space provided on the application form. If you choose to retype the application, you may only use the equivalent space as provided on the form. Additional pages and materials will not be considered by reviewers.

A.) NEED FOR THE PROPOSED SERVICES (7 points)

Address the child care related problems and unmet needs of families and other child care providers in the community, especially the needs of low income families. Provide specific demographic information including race, age and income level of the geographic area and the target of the population. Present a clear depiction, with statistical data if available, of the current unmet need of high quality child care in this region, and how this grant will help you provide the services necessary to provide a high quality program to stimulate brain development for infants and toddlers. Indicate how your childhood center will provide a rich, stimulating, healthy and safe environment to ensure that children reach their full potential. Describe how other child care providers in the area will benefit from the development of high quality child care in your center. Explain how you will link with one or more family day care programs and/or group center programs to build high quality programs in those settings. Indicate how parents of children enrolled in this high quality center will benefit from this grant. Include the tools that will be available to parents to empower themselves to provide optimum development of their young children through enhanced parenting skills. Indicate a clear understanding of research and best practices, and provide statistical data if available, in supporting family and child development and outline how you will put these findings into practice in your programs. Findings from more than three decades of research in child and family development illustrate that the time from conception to age three is critical for human development. The basic cognitive, social, and emotional foundation is established in these early years. Indicate how the need for the continuity of a responsive and caring provider is necessary for the infant and toddler to promote optimal cognitive, social, emotional, physical and language development. Quantify your knowledge of education and parenting classes that involve and support parents as partners in the care of their children, equipping parents with skills to make high quality choices for their families.

B.) TARGET POPULATION (5 POINTS)

Describe the intended target population for your new or expanded services. Include ages, number of children, and other important demographic information such as race and income levels of the children to be served. Indicate how the needs of children with special needs and children with health problems will be met.

Identify the number of parents targeted for parent education on early childhood development, and provide demographic information on those parents. Describe the child care providers targeted for training.

Priority will be given to applicants who will develop services in geographic areas with:

- high population density (urban);
- low population density (rural);
- high poverty

See appendix 2 for a list of counties identified to fall under these three criteria. While geographic priorities will be considered in evaluating grants, applicants are not required to be in a priority area to apply for or receive a grant.

C. ORGANIZATIONAL CAPACITY (14 points)

Describe your organization's experience with and understanding of high quality child care for children under the age of 5 and the target population you are proposing to serve. Describe your ability to successfully administer a high quality program of excellence. Indicate your experience and capacity in providing parent educational programs. Clearly indicate your knowledge of parent educational needs and resources which will involve and support parents as partners in the care of their children. Describe your agency's experience and qualifications to provide training to child care workers. Describe your linkages to the local public health department and other private and public sector partnerships. Include the linkages necessary to promote healthy children by including community resources such as WIC, the Family Resource Centers, Medicaid, and BadgerCare. Describe your ability to administer this proposed project.

If you plan to subcontract for training, technical assistance, or parent education, thoroughly describe the subcontractee's qualifications. Include a copy of the Memorandum of Understanding (MOU) that indicates what

specific services are being contracted for, who the collaborating partners are, and what experiences they have that qualify them for providing these services. Describe the links the program will make with the following supportive services during the planning, implementation and operation of the program: Public Health, other health providers, WIC, BadgerCare, Early Intervention, Birth to Three, Technical Colleges, University and private Colleges, mental health, substance abuse prevention and treatment programs, Family Resource Centers, Child Care Resource and Referral, business, and parent organizations.

Demonstrate your ability to recruit and retain qualified staff needed to provide a creative, innovative program (reference Model Work Standards for Family Child Care Jobs or Child Care Center Jobs, developed by the Center for the Child Care Workforce - Appendix 9).

D. PERSONNEL/STAFFING (15 points)

Describe your staffing pattern for the proposed project. Fully justify staff to be charged to the grant. Describe general qualification requirements and training plans for your staff. Describe how staff will be supervised. Detail the qualification of staff working directly with children and parents.

Describe the qualification of staff providing child care training. Describe the partnerships developed with technical colleges or other institutions to provide credit bearing training for child care providers.

Describe the approach to staff development and the rationale for choosing the approach. Describe the training, technical assistance, and supervision that will be provided to ensure the continued enhancement of staff skills and teamwork. Describe how training and technical assistance opportunities will be coordinated with other service providers in the community so that the Center both provides and benefits from the knowledge, expertise, and training opportunities of other relevant community programs and service delivery systems.

If you will use multiple sites or sub-grantees, carefully describe how providers will be recruited and trained, and how the applicant agency will oversee proposed activities.

Attach an organizational chart and label the chart as Appendix C.1. Attach job descriptions for any staff you will charge to this grant and label the chart Appendix C.2.

Staffing, at a minimum must include a pediatric nurse on site at the Excellence Center at least .5 FTE (half time). Indicate what education and training will be required for this position. Indicate what the focus of this position will be and target what benefits the children will receive. The child health care professional will be available at the Excellence Center to develop a link between child care and child health professionals. Benefits that will result from enhanced collaboration between child care services and health services related to improved health of children include the following:

- increased immunizations of children
- improved child health promotion
- improved childhood nutrition
- lower rate of childhood injury
- prevention and control of childhood communicable diseases

Identify what specific health care services will be available at the Excellence Center.

The application should show that your center has existing qualified personnel and a functional staffing pattern that is capable of supporting innovative program activities. Personnel proposed for the project shall be well qualified as evidenced by position requirements, education and experience and/or proposed training plans. Indicate what specific staffing requirements and other qualifications and training needs are necessary to care for children with special needs to provide high quality programming for all children in care.

The staff who provide supervision must be clearly identified. Describe the qualifications of staff providing technical assistance and training designed to enhance the current child care programs already in place within the community. The application must clearly describe the qualifications of staff who will help parents provide a learning environment for their children.

E.) WORK PLAN/ACTIVITIES (20 points)

Use the work plan format that is provided in the application packet to provide a one to two-page work plan for the entire grant period (June 1, 2000, through December 31, 2001). Clearly describe the major tasks and activities that you will carry out in a logical progression to accomplish your proposed project. Include major tasks or activities, dates for starting and completing these objectives, and the title of the staff person responsible for their completion. Identify and explain the management and continuous improvement plans for implementing the program. Outline the time frames and milestones for all key activities the program will engage in during the first year of operation as well as a preliminary outline of the time frames and milestones for key activities in the remaining time of the project.

Describe the approach to building capacity for high quality care for young children in local child care programs. Explain the approach to recruiting and enrolling children and families.

Applicants must include a plan for coordinating parent education and provider training within the child care program.

The applicant must include a plan for the development and delivery of technical assistance and other supportive services including consultation and training for other local child care providers that will sustain and increase capacity for other high quality early childhood programs.

Applicants must describe the approach to providing child development services and explain the rationale for choosing the approach. Identify and describe the specific approaches that will be used for assuring the intellectual, social, emotional, and physical development of the infants and toddlers served. Describe the philosophy, curricula, staffing patterns, staff qualifications, types and quality of settings and any other relevant information that will comprise the program's model for supporting the growth and development of very young children. Clearly describe how your model will meet the developmental needs of very young children including children from non-English speaking families.

Early Childhood Excellence Center grants must be used to enhance child care programs by providing state-of-the-art learning experiences for infants and toddlers. Enrichment programs must, at a minimum, include:

- creative curriculum designed for enhanced child development;
- music designed to enhance brain development in infants and toddlers;
- foreign language experiences incorporated into the learning environment to enhance intellectual development;
- materials, information and referrals (such as Women, Infants and Children Program, Family Resource Centers, Medicaid, BadgerCare, local public health) to help parents to understand the importance of a child's early years and support the healthy development of young children;
- literacy programming based on research of the importance of literacy and language development;
- demonstrate that parents are involved in decision making about the program;
- meaningful opportunities for parents to be involved in the programs (visiting the child during the day if feasible, helping in the classroom, field trips, plan and attend parent meetings);
- collaborative efforts between the child care setting and programs serving children with disabilities and special needs, such as Birth to Three, public school special education programs or other disability resources;
- links with local public health departments to provide information and resources for parents and other child care providers for children with special needs;
- models for inclusive child care development;
- links with neighboring family child care providers to enhance programs in those family settings;
- programs that can be used as models for future child care settings to replicate.

F. ONGOING (8 points)

Grantees must continue to provide licensed child care services for at least three years after the start of the grant period for which the funds were awarded. If licensed services are discontinued during that three year period, all or some of the funds may be reclaimed by DWD according to the following schedule:

If licensed child care services are discontinued during 0 – 12 months from the start of the grant period:	100 percent of the grant award amount returned to DWD.
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If licensed child care services are discontinued during 13 to 24 months from the start of the grant period:	66 percent of the grant award amount returned to DWD.
If licensed child care services are discontinued during 25-36 months from the start of the grant period:	33 percent of the grant award amount returned to DWD.

Describe how you will ensure continuation of the proposed high quality child care program beyond December 31, 2001. Attach the following information and label as Appendix D of your application (be sure to include fee details):

1. An estimated operating budget for the grant period (June 1, 2000 through December 31, 2001), including revenue and expenses;
2. An estimated operating budget for the fiscal year following the grant period, including revenue and expenses;
3. A copy of your current fiscal year's operating budget, including revenue and expenses.

SECTION V: GRANT REQUEST

If you are applying for funding for more than one site (maximum of two sites for a licensed group center) make a copy of the grant budget sheet and provide a separate grant budget for each site. Be sure to enter the site number on each (1 or 2). If you are a family child care system/satellite or combination of a licensed family child care system/satellite and licensed group center enter a site number on each budget sheet and provide a separate grant budget for each site.

A. GRANT REQUEST

1. Enter the amount of your grant request for this site;
2. Enter the dollar value of your 25 percent cash match;
3. Enter the total amount of grant request PLUS dollar values of match contributions.

B. LINE ITEM BUDGET FOR PLANNED EXPENDITURES

Enter the amount of the grant that you expect to spend on each line item.

C. MATCH

Describe how you plan to meet the 25 percent match requirement with cash.

SECTION VI: JUSTIFICATION/EXPLANATION

For each line item on the previous page, provide a detailed explanation of what each expenditure will cover and why the expenditure is necessary in order to meet the licensing requirements for the development of a high quality child care program within the project you are proposing.

SECTION VII: PROJECT BUDGET

Show how the grant you are requesting will fit into your overall financing for the project as a whole. If you are requesting a multi-site grant, entries on this sheet should equal the combined totals from the respective categories on the grant budgets for the various sites.

SECTION VIII: ASSURANCES OF COMPLIANCE

Complete the assurances, date and sign this page, include as Appendix E.1.

SECTION IX: TAXPAYER IDENTIFICATION NUMBER (TIN) VERIFICATION

Complete all information, date and sign this page, include as Appendix F.1.

PART 4
APPENDICES

APPENDIX 1
Division of Economic Support
Bureau of Employment and Program Operations
Regional Offices

LOCATION	COUNTIES/TRIBES
ASHLAND REGIONAL OFFICE 220 Third Avenue West, PO Box 72 Ashland, WI 54806-0072 (715) 682-7285 Fax: (715) 682-7289	COUNTIES: Ashland, Bayfield, Burnett, Douglas, Iron, Price, Rusk, Sawyer, Taylor, and Washburn. TRIBES: Bad River, Lac Courte Oreilles, Red Cliff, and St. Croix.
EAU CLAIRE REGIONAL OFFICE 312 South Barstow, Suite 4 Eau Claire, WI 54701-3697 (715) 836-2177 Fax: (715) 830-7741	COUNTIES: Barron, Buffalo, Chippewa, Clark, Crawford, Dunn, Eau Claire, Jackson, Juneau, LaCrosse, Monroe, Pepin, Pierce, Polk, St. Croix, Trempealeau, and Vernon. TRIBES: HoChunk.
GREEN BAY REGIONAL OFFICE 200 North Jefferson, Suite 428 Green Bay, WI 54303 (920) 448-5305 Fax: (920) 448-5306	COUNTIES: Brown, Calumet, Door, Florence, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Outagamie, Shawano, Sheboygan, Waupaca, Waushara, and Winnebago. TRIBES: Menominee, Oneida, and Stockbridge-Munsee.
MADISON REGIONAL OFFICE 3601 Memorial Drive Madison, WI 53704 (608) 243-2401 Fax: (608) 243-2426	COUNTIES: Columbia, Dane, Dodge, Grant, Green, Iowa, Jefferson, Lafayette, Marquette, Richland, Rock, Sauk.
MILWAUKEE REGIONAL OFFICE 819 North 6th Street, 6th Floor Milwaukee, WI 53203 (414) 227-3903 Fax: (414) 227-5013	COUNTIES: Milwaukee.
RHINELANDER REGIONAL OFFICE P.O. Box 697 Rhineland, WI 54501 (715) 365-2574 Fax: (715) 365-2568	COUNTIES: Adams, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Vilas, and Wood. TRIBES: Lac du Flambeau, Potawatomi, and Sokaogon.
WAUKESHA REGIONAL OFFICE 141 Northwest Barstow Street Waukesha, WI 53187 (414) 521-5303 Fax: (414) 521-5293	COUNTIES: Kenosha, Ozaukee, Racine, Walworth, Washington, and Waukesha.

APPENDIX 2

PRIORITY GEOGRAPHIC AREAS

1. High Population Density (urban areas)

Brown	Milwaukee	Waukesha
Dane	Outagamie	Winnebago
Kenosha	Racine	

2. Low Population Density (rural areas)

Adams	Clark	Iron	Marinette	Price	Vilas
Ashland	Crawford	Jackson	Marquette	Richland	Washburn
Bayfield	Florence	Juneau	Menominee	Rusk	
Buffalo	Forest	Lafayette	Oneida	Sawyer	
Burnett	Iowa	Langlade	Pepin	Taylor	

3. High Poverty

Douglas
Forest
Menominee
Milwaukee
Sawyer

APPENDIX 3

DEFINITIONS FOR THE PURPOSES OF THIS RFP

Accreditation	Accreditation status must be issued by National Association for the Education of Young Children (NAEYC), Wisconsin Early Childhood Association (WECA), National Association for Family Child Care (NAFCC) or Head Start Performance Standards, which meet the intent of recognition of meeting high quality standards.
Birth through 2 Years	Children under age three are referred to as children birth through two years old.
Birth through 4 Years	Infants and toddlers under the age of five is the focus of the Early Childhood Excellence Centers Initiative.
Collaborative Program	A program where children are receiving services from more than one entity in the same center classroom. For example: a public school early childhood classroom shares space with a local child care program. The children there may receive services from one or both of the service agencies in that classroom.
DES	Division of Economic Support, Wisconsin Department of Workforce Development.
Family Child Care System	An organization with a centralized administrative unit that offers technical assistance and support to a group of family child care providers. Also referred to as a family child care satellite system.
Family Child Care	The care and supervision of no more than eight children for less than twenty-four hours in a place other than the child's own home.
Group Center Child Care	The care and supervision of nine or more children for less than twenty-four hours in a place other than the child's own home.
Head Start Wrap-Around Care	Family or group center child care provided for children enrolled in a Head Start program for the portion of the day when the child does not attend the Head Start program.
High Population Density Area	A county with a population of over 300 people per square mile. These counties are listed in Appendix 2.
In-Kind	Donated goods or services, such as, volunteer time, donated labor, food, or supplies. In-kind can be provided by the grantee or another party.
Infant Child Care	Child care for children under one year of age.
Integrated Child Care	Child Care that serves children with special needs and other children together. May also be called inclusive child care.
Low Income	Under 200 percent of the Federal Poverty Level (FPL).
Low Population Density Area	A county with a population of fewer than thirty people per square mile. These counties are listed in Appendix 2.
Poverty Area	A county with twenty-five or more W-2 employment position cases per thousand. These counties are listed in Appendix 2.
Parent Education	Training and support for parents in regard to their parent role, including child development, infant stimulation, health, safety, and parenting skills.

Quality	A high quality early childhood program is defined by NAEYC “as one that meets the needs of and promotes the physical, social, emotional, and cognitive development of the children and adults – parents, staff and administrators – who are involved in the program”.
Serious Non-Compliance	Action of the Department of Health and Family Services, Bureau of Regulation and Licensing, causing surrender of license due to threat of revocation, license denial or non-renewal, second provisional license issued, license revocation or suspension, forfeiture, referral to law enforcement, or emergency closing.
Special Needs Child	A child under the age of 13 who has cognitive emotional, behavioral, or physical and personal needs that require more than the usual amount of care and supervision. This includes children with developmental disabilities.
Under the Age of 5	The Early Childhood Excellence Initiative focuses on infants and toddlers, children birth to age four (under five years of age).
WIC	Women, Infants and Children Program- Special Supplemental Nutrition Program to promote and maintain the health and well being of nutritionally at-risk pregnant, breastfeeding and postpartum women, infants and children.
WCCIP	Wisconsin Child Care Improvement Project- This agency provides pre-licensing visits to providers applying for licensing. WCCIP supports the professional development of child care providers statewide.

Appendix 4
BUREAU OF REGULATION AND LICENSING
 1 West Wilson Street, Room 354
 PO Box 8916
 Madison, WI 53708-8916
 FAX (608) 267-7252

Patty Hammes
 Director
 (608) 267-7933

Anola Popp
 Office Manager
 (608) 266-8842

Cindy Cook
 Support Staff
 (608) 266-9314

Don Dorn
 Child Welfare Program Specialist
 (608) 266-0415

Anne Carmody
 Day Care Program Specialist
 (608) 267-9761

Jeanne Nelson
 Compliance Specialist
 (608) 261-8367

Linda Ausse
 Compliance Specialist
 (608) 267-7390

Peter Baugher
 Background Check Specialist
 (608) 264-7745

REGION	District Office	LICENSING CHIEF	TRIBES	COUNTIES
NORTHEASTERN 200 North Jefferson Suite 411 Green Bay WI 54301 (920) 448-5312	485 S Military Road Fond du Lac WI 54936 Gen: (920) 929-2985 FAX: (920) 929-2785	Jill Chase (920) 448-5316 Susan Kennedy, OM (920) 448-5301	Menominee, Oneida, Stockbridge- Munsee	Brown, Calumet, Door, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Marquette, Menominee, Oconto, Outagamie, Shawano, Sheboygan, Waupaca, Winnebago, Waushara
NORTHERN PO Box 697 Rhineland WI 54501 Gen: (715) 365-2500 FAX: (715) 365-2517	2811 8 th Street Suite 70 Wisc. Rapids WI 54494 Gen: (715) 422-5080 FAX: (715) 422-5091	Julie Strong (715) 365-2508 Judy Wolff, OM (715) 365-2504	Bad River, Lac Courte Oreille, Lac du Flambeau, Red Cliff, Sokaogon, Forest Co. Potawatomi	Ashland, Bayfield, Florence, Forest, Iron, Langlade, Lincoln, Marathon, Oneida, Portage, Price, Sawyer, Taylor, Vilas, Wood
SOUTHEASTERN 141 NW Barstow Waukesha WI 53188 Gen: (414) 521-5100 FAX: (414) 521-5293		Judy Hermann (414) 521-5085 Cinda Stricker (414) 650-4477 Lynn Gransee, OM (414) 548-8696		Jefferson, Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, Waukesha
SOUTHERN 3601 Memorial Drive Madison WI 53704 Gen: (608) 243-2400 FAX: (608) 243-2426		Dan Kerwin (608) 243-2391 Bonnie Missall, OM (608) 243-2390	Ho-Chunk	Adams, Columbia, Crawford, Dane, Dodge, Grant, Green, Iowa, Juneau, LaFayette, Richland, Rock, Sauk
WESTERN 610 Gibson St Ste 2 Eau Claire wi 54701- 3687 Gen: (715) 836-2157 FAX: (715) 836-2516	3550 Mormon Coulee Rd LaCrosse WI 54601 FAX: (608) 789-4654	Beth Furay (715) 836-4278 Tom Birthman, OM (715) 836-4264	Ho-Chunk, St. Croix	Barron, Buffalo, Burnett, Chippewa, Clark, Douglas, Dunn, Eau Claire, Jackson, LaCrosse, Monroe, Pepin, Pierce, Polk, Rusk, St. Croix, Trempealeau, Vernon, Washburn

APPENDIX 5 GRANT AGREEMENT OBLIGATIONS

In the event of a grant award, the contents of this RFP (including all attachments), RFP addenda and revision, and the proposal from the successful vendor(s) will become contractual obligations. DES reserves the right to negotiate the award amount, the programmatic goals, and the budget items with the selected vendor(s) prior to entering into an agreement.

Justifiable modification may be made in the course of the grant agreement only through prior consultation with and written approval of DES. Failure of the successful vendor to accept these obligations may result in cancellation of the award.

WITHDRAWAL OF APPLICATION

Proposals may be withdrawn by written notice. Proposals may be withdrawn in person by the proposer or his/her authorized representative, providing his/her identity is made known and he/she signs a receipt for the proposal.

NOTIFICATION AND PUBLIC INFORMATION

Each applicant whose application is evaluated will receive written notice of the determination of approval or non-approval for funding of the proposed project. It is the intention of the state to maintain an open and public process in the submission, review, and approval of grant awards. All materials submitted by applicants will be made available for public inspection after notice of intent to award or not to award a grant based on the evaluation of the applications which were submitted.

WAIVER OF INFORMALITIES

The Division of Economic Support reserves the right to accept or reject any or all responses to the RFP, waive minor informalities, and to accept only the most qualified applications in the judgement of DES. The determination of whether an RFP condition is substantive or a mere formality shall reside solely with the Division of Economic Support.

INCURRING COSTS

The State of Wisconsin is not liable for any costs incurred by applicants in replying to this RFP.

SUBCONTRACTING

If the applicant plans to use subcontractors (including existing or new child care providers and technical assistance providers), this must be clearly explained in the application. However, the applicant will be responsible for the performance of all project activities and fiscal management of the grant funds whether or not subcontractors are used.

NEWS RELEASES

News releases pertaining to this award or any part of the proposal shall not be made without the prior written approval of the Division of Economic Support.

LEGAL SERVICES

Grant funds can be used to provide legal advice to the recipients, but the funds cannot be used to support any legal action taken against the federal or state government.

GRANT AGREEMENT OBLIGATIONS AND PAYMENT OF GRANTS

A. Nondiscrimination Against Applicants or Applicants for Employment

1. In connection with the performance of work under this grant agreement, the grantee agrees not to discriminate against any employee or applicant for employment because of age, race, religion, color, handicap, sex, marital status, physical condition, arrest or conviction record, developmental disability as defined s.5101(5), sexual orientation, or national origin. This provision shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Except with respect to sexual orientation, the grantee further agrees to take affirmative action to ensure equal employment opportunities. The grantee agrees to post in conspicuous places, available for employees and applicants for employment, notices to be provided by the contracting officer setting forth the provision of the nondiscrimination clause.

2. Notwithstanding paragraph 1, federal regulations for Child Care Development Fund allow a sectarian organization to require that employees adhere to the religious tenets and teachings of such organization and to rules forbidding use of drugs or alcohol.

B. Civil Rights Compliance Plan

Successful applicants who are awarded grants of \$25,000 or more shall have included in their grant agreements the following clause:

A written Civil Rights Compliance Plan is required as a condition for the successful performance of the grant agreement. Excluded from this requirement are grantees whose annual work force amounts to less than 25 employees. The Civil Rights Compliance Plan shall be submitted to the state agency within thirty working days after receipt of the grant agreement.

C. Audit

Grant awards of \$25,000 and over require an independent certified audit of the grant expenses. The cost of the audit may be built into the applicant's budget expense. The grantee is required to cooperate in any financial or operational audit required by the Department of Workforce Development.

D. Allowable Costs

Grant recipients will be required to comply with Department of Workforce Development Allowable Cost Policy Manual.

E. Monitoring and Reports

Grant recipients will cooperate with on-site monitoring visits by DWD and other evaluators to review activities and expenditures. Grant recipients must submit expenditure and program reports according to a schedule to be provided in the grant agreement.

If proposed providers are not licensed to provide child care at the time a grant agreement is issued, the applicant must notify the Grant Administrator when the provider(s) has been licensed.

Grant recipients will provide other information as requested, in the form of brief reports or responses to questionnaires, about the outcome of grant awards.

F. Payment Procedures

A schedule of advances and payments will be provided in the grant agreement.

G. Return of Grant Funds

If a grant recipient fails to develop an Early Childhood Program of Excellence Center as described in the application and grant agreement, DWD may reclaim all or part of the grant award according to the schedule provided in SECTION IV: PROJECT DESCRIPTION (F. ONGOING).

H. RFP Specifications as Contractual Obligations

The contents of this RFP and the application will become contractual obligations, if a grant is awarded. The Division of Economic Support reserves the right to negotiate grantee's activities and expenditures with the selected applicants before entering into a grant agreement. Justifiable modifications may be made in the course of the grant period only through prior consultation with and written approval of the Division of Economic Support. Failure of the grantee to accept these obligations may result in cancellation of the grant award.

I. Termination of Agreement

The Division of Economic Support may terminate this agreement at any time at its sole discretion by delivering seven days written notice to the grantee. Upon termination, the department's liability will be limited to the pro rata costs of the services performed as of the date of termination plus expenses incurred with the prior written approval of DES. In the event that the grantee terminates this agreement, for any reason whatsoever, it will refund to DES within 14 days of said termination, all payments made hereunder by DES to the grantee for the work not completed. Such termination will require written notice to that effect to be delivered by the grantee to DES not less than seven days prior to said agreement.

J. State Employment

The grantee will not engage the services of any person or persons now employed by the state, including any department, commission, or board thereof, to provide services relating to this agreement without the written consent of the employer of such person or persons and of the Division of Economic Support.

K. Proprietary Information

Any restrictions on the use of data contained within a proposal must be clearly stated in the proposal itself. Proprietary information submitted in response to this RFP will be handled in accordance with applicable State of Wisconsin procurement regulations and the Wisconsin public records law. Proprietary restrictions normally are not accepted. However, when accepted, it is the vendor's responsibility to defend the determination in the event of an appeal or litigation.

Data contained in the proposal, all documentation provided therein, and materials and innovations developed as a result of this grant award cannot be copyrighted or patented without the written authorization from the Department of Workforce Development. All data, documentation, and innovation become the property of the Wisconsin Department of Workforce Development (DWD). Any copyright material authorized by the department or distribution of material developed through this agreement will acknowledge use of DWD funds.

Any material submitted by the vendor in response to this request that the vendor considers confidential and proprietary information and which qualifies as a trade secret, as provided in s.19.36(5), Wis. Stats., or material which can be kept confidential under the Wisconsin public records law, must be identified on a Designation of Confidential and Proprietary Information form (DOA-3027). Bidders may request the form if it is not part of the Request for Bid package. Bid/proposal prices cannot be held confidential.

L. Assurances

An authorized official must sign the Assurances of Compliance with the Department of Workforce Development regulations form and comply with all the requirements contained therein. This signed form is to be included in this section of the applicant's proposal. The applicant agrees to cooperate with DWD or any subcontractee of DWD in collecting data on the project, establishment of performance standards and outcome measures, development of standards and procedures for grants, and in providing training and technical assistance to staff implementing the Early Childhood Excellence Initiative.

APPENDIX 6

From the New York Times

Quality Day Care, Early, Is Tied to Achievements as an Adult

By JODI WILGOREN

WASHINGTON -- Good early-childhood education has a powerful influence on poor children that lasts into young adulthood, affecting things like reading and mathematics skills and even the timing of childbearing, researchers announced on Thursday, citing the first study ever to track participants from infancy to age 21.

Those who received high-quality day care consistently outperformed peers who did not on both cognitive and academic tests, and also were more likely to attend college or hold high-skill jobs, the researchers found. The program also helped participants' parents, with teen-age mothers far more likely to have completed high school after their babies received the intervention.

"The so-called efficacy question, whether you can affect development in the preschool years, is resoundingly answered in the affirmative," Craig T. Ramey, director of the study, said at a news conference at the Department of Education. "It has become crystal clear that if you wait until age 3 or 4 you are going to be dealing with a series of delays and deficits that will put you in remedial programs."

The study of children on the lower rungs of society, called the Abecedarian Project, involved 111 African-American families in Chapel Hill, N.C., whose infants were medically healthy but, demographically, at risk for failure in school and beyond. Half the children were randomly assigned to full-time day care from infancy to age 5, while the others received only nutritional supplements and some social work. They attended comparable public schools from kindergarten on.

With low adult-child ratios and a stable, professional staff, the educational program consisted of a series of 200 simple games focused on language development, starting with visual stimulus for tiny infants and leading to scavenger hunts and mazes for older toddlers.

Pediatricians and psychologists hope to use the barrage of new data to persuade Congress and the states to broaden access to care for poor families, particularly those on welfare, and to improve conditions and curriculum in the current cadre of day-care centers. The announcement comes amid increased attention to the issue, with a group of experts scheduled to meet here next week to applaud France's universal preschool program.

Although the newest findings will not be published until the spring, nearly 300 peer-reviewed articles based on the study, which began in 1972, have already appeared in a variety of academic journals.

The project has been praised by Hillary Rodham Clinton and other advocates of early childhood education, but criticized by other authorities who have attacked its research methods.

"Most child care in America is borderline lousy and, at best, safe but not developmentally stimulating," said Michael H. Levine, who oversees early childhood development projects for the Carnegie Corporation

in New York. "Whether or not there's a Government solution to providing high-quality care for all working families or not, there certainly needs to be a more balanced responsibility for responding to this research."

Abecedarian -- the word, echoing the ABC's, means novice learner -- found that children in the intensive educational program were more successful than their peers by virtually every measure:

- Thirty-five percent of those in the day care program attended a four-year college before their 21 st birthday, compared with 14 percent of the comparison group.
- At age 21, twice as many of the day care graduates (40 percent) were still in school; 65 percent of those who received the intervention either had a good job or were in college, compared with 40 percent of the others.
- Fewer of the participants in the child care program had children of their own by age 21; those who did became parents, on average, past their 19th birthday, while the parents in the other group were about 17.
- By age 15, twice as many of the children in the control group had been placed in special education classes as their peers who received the educational day care. Only 30 percent of the day care children had to repeat a grade in school, compared with 56 percent of the others.
- While test scores were below average for both groups and dropped over time, those in the child care program kept an edge of about 5 percentage points through age 21. The gap in I.Q., however, fell from about 17 points at age 3 to just 5 points by age 21.
- The study did not find significant differences in criminal activity between the two groups, researchers said.

"This is the most intensely studied group of children on earth," Dr. Ramey said, noting that researchers collected about 10,000 pieces of data about each child each year -- everything from viruses and bacteria in their respiratory systems to their participation in organized religion.

Dr. Ramey, now a professor of psychology, pediatrics and neurobiology at the University of Alabama at Birmingham, and his colleagues at the University of North Carolina, are vigorous advocates of early childhood education. They hope to continue tracking the participants to age 28 or 29. The research has been financed by the Department of Education and the State of North Carolina, among others.

The Abecedarian results echo results of several similar studies that indicate educational day care improves both academic achievement and social behaviors. It is the first program that began with infants -- aged 6 weeks to 4 months -- and followed them to adulthood, and shows more significant gaps at age 21 than a similar project, based in Michigan, that began with developmentally disadvantaged children aged 3 or 4.

"What's really important is that it's not just any child care, that it is high-quality early care and intervention," said Augusta S. Kappner, president of Bank Street College of Education in New York, who recently toured France with a group of 15 educators to study that country's program of universal free preschool. "What is high quality? Usually you're talking about the really important factors, such as the qualifications of the staff, the constancy of the staff, the quality of the curriculum, group size, parent participation."

The Abecedarian Project, based at the Frank Porter Graham Child Development Center in Chapel Hill, had a staff with qualifications akin to teachers in public schools, and virtually no turnover. Ratios ranged from 1 adult to 3 children to 1 to 7, depending on the children's ages.

The learning games, like waving a scarf over an infant until he grabs it, or leading a toddler to identify like items among several pieces of silverware, are integrated into a high-stimulus day of art projects and playground visits

"Many of the learning games happen during mealtimes," said Joseph Sparling, co-author of the curriculum, which was published in two books. "They happen during diapering; they happen when you're going outdoors. You could hardly distinguish them from good adult-child interaction."

Abecedarian cost the equivalent of \$1 1,000 per child per year in today's dollars, but researchers said similar results could probably be achieved for less, since there were extra expenses associated with being a demonstration project.

"The argument that we can't afford this is absolutely bogus," Dr. Ramey said. "We get what we pay for. We're the richest country on the face of the earth; we're the richest we've ever been. We're not No. 1 in the world in education, in health care, in social services."

EARLY CHILDHOOD EDUCATION JUST KEEPS MATTERING MORE

SOME pregnant women eat broccoli, listen to Mozart, and read Shakespeare to their bellies. Others smoke pot, watch Jerry Springer, and curse the dog. If the disparity continues after birth, it shows up in classrooms in five or six years, with some kids ready to conjugate French verbs and others not knowing what state they live in. Teachers can spot the kids earmarked for failure: They can't sit still, listen, concentrate, and follow directions. They don't know colors or seasons, and hold picture books upside down.

Some of these children never catch up, even after years of expensive intervention and special education. "There are some kids who by age 4 already have severe problems that make the next 12 years of public education a nightmare for everyone involved," says Jeff W. Lichtman, a neuroscientist at the Washington University School of Medicine, father of two school-age children, and an adviser to the Parents As Teachers National Center in St. Louis.

Can anything be done to prevent the nightmare? Many neuroscientists say yes. Their research indicates that intensive intervention in the early years can make a dramatic difference, especially for at-risk children. The *brain* is not fully developed at birth, they say, with vital neural connections yet to be made in the first few years of life. But if these connections aren't made soon enough, some windows of opportunity slam shut.

Inspired by such research, state legislatures and school districts around the country are racing to save kids--and special education costs--by creating and expanding early childhood education programs. Dozens of studies--including the legendary High/Scope Perry Preschool Project that began tracking preschoolers in the 1960s and continues to follow those same "kids," now in their 40s--show that effective preschool programs produce everything from higher IQs and fewer special education referrals to bigger paychecks and lower divorce rates.

These programs are expensive, but their payoff is impressive: R. Clay Shouse, director of educational programs at High/Scope Educational Research Foundation, in Ypsilanti, Michigan, says every dollar spent on the original Perry Preschoolers has saved \$7 in special programs and services later in life.

But guess what? Only top-quality programs produce such stunning results. And most preschool programs just aren't that good.

Research indicates only 14% of early childhood education programs are high quality, says Edward Zigler, the Yale University professor sometimes called the father of Head Start. The rest range from mediocre to poor programs that actually do harm. "We see more and more children, probably numbering in the millions, who are in settings that compromise their growth and *development*," says Zigler, now director of Yale's Bush Center in Child *Development* and Social Policy.

Researchers have compiled clear, convincing evidence of what works in early childhood education. But the studies concentrated on at-risk children. Do the same principles and strategies apply with ordinary kids? "My sense is that they do," says Fran Favretto, director of the research-oriented Center for Young Children, which serves the offspring of

faculty, staff, and students at the University of Maryland, College Park. "Children need to be in environments with instructional integrity." Here's what researchers say creates such environments:

1. Decide--and design--what you need. Get the advice of specialists in early childhood education. And a background in elementary education is not enough. "Four-year-olds are not miniature 8-year-olds," says Barbara Wilier, of the National Association for the Education of Young Children (NAEYC), in Washington, D.C.: "Simply assigning your staff who may have been trained in other elements of elementary education is not appropriate. You've got to make sure people really understand early childhood and really understand early childhood education."

Early childhood education (ECE) is indeed different from elementary education. It focuses on active, developmentally appropriate, hands-on learning and balances reasonable expectations with a child's need to play. Some people trained in elementary education can make the switch almost effortlessly, but many can't.

Dick Clifford, NAEYC president and investigator at the Frank Porter Graham Child Development Center, at the University of North Carolina at Chapel Hill, remembers one elementary principal who forbade blocks in a pre-K classroom. "This is a school, not a playground," the principal said, evidently unaware of research that shows the importance of blocks in helping children develop, among other things, an understanding of spatial relationships. "This principal," Clifford says, "didn't understand that very young children learn through somewhat different methodologies."

Before buying anything for pre-K classrooms, your early childhood specialists should take a thoughtful look at the preschools in your community--and at state laws. Of 35 states now funding ECE programs, 27 allow districts to contract out at least some programs, says Anne Mitchell, founder of Early Childhood Policy Research, near Albany, New York. She suggests dangling the possibility of a district contract as incentive for private ECE centers to improve their programs' quality. (A good form of quality control is requiring NAEYC accreditation--now held by only 10% of the country's ECE programs.) But even if you decide not to establish a business relationship with existing preschools (or can't, because of state laws), Mitchell suggests sharing the district's health, diagnostic, and other services with them.

This sounds reasonable to Lichtman, given his and other neuroscientists' studies of irreversible effects of deprivation on animal *brain development*: "Would [schools] rather spend money on special education classes, or on preventing kids from ever needing special education classes? It seems to me obvious. It's vastly cheaper and ultimately better to deal with [a problem] right off the bat."

Researchers also ask you to make ECE accessible to those who need it most by offering wrap-around programs that combine good-quality day care with a preschool experience. "If you create really wonderful two-and-a-half-hour-a-day programs," Mitchell says, "lots and lots of kids are not going to be able to take advantage of them because the parents aren't available to come and get them."

2. Hire qualified teachers, and give them opportunities to grow. Researchers say the biggest problem in pre-K education is unqualified teachers. Some states settle for anyone 16 and

warm-blooded. These underqualified people often earn close to minimum wage and switch jobs frequently, resulting in staff turnover that disturbs curriculum continuity and young students' psyches.

The most important thing to do for kids in pre-K classes is to hire real teachers, trained and experienced in ECE. (Again, a background in elementary education isn't enough.) "Even if some other factors aren't met, a good teacher can make a program work," says Ellen Freve, a developmental psychologist and professor at the College of New Jersey who has studied characteristics of effective preschool programs. Assistant teachers also need training in ECE. An assistant "really has to be an instructional staff person," Freve says, "not just there to take care of the menial chores or the toileting. Otherwise, you're diluting the intensity" of the program.

The most effective teaching in an ECE classroom is one-on-one. "You sit down on the floor and have a genuine conversation between a big person and a little person, rather than having an adult ask a lot of questions that have right or wrong answers," says Shouse.

The most effective teachers draw kids into "school-like discourse patterns" by asking questions, Freve says--not "What letter is this?" but thought-provokers like, "Which of these objects do you think will float?" Such questions are good preparation for school, she says: "Research shows children are genuinely puzzled by this type of question if they're not used to it. [They wonder] Why is this adult asking me a question she obviously knows the answer to?"

Both teachers and assistants need time to reflect on their teaching and pursue more training. They also need thoughtful supervision--again by someone expert in ECE. "How do you know you're doing it right unless you're getting feedback from someone else?" asks W. Steven Barnett, a Rutgers University professor and co-author of *Early Care and Education for Children in Poverty* (State University of New York Press, 1998). "Typically, quality suffers not because of indifference but because people think they're doing it well when they're not."

3. Keep classes mall. "The ideal is one-on-one tutoring," Barnett says: "How small does your class have to be for children to get enough one-on-one time?" The answer, his meta-analysis of 38 ECE research studies says, is 15, with a certified teacher and a trained assistant in the classroom. This is in line with NAEYC's recommendations, which advocate different staffing patterns according to children's ages. "If you want to intervene [with at-risk children], you need a more intensive program," Freve explains, which "means smaller class size."

4. Engage kids in learning. Swiss psychologist Jean Piaget taught that children learn best when they construct meaning out of their environment. In ECE today, that translates to finding lessons where children live and engaging in hands-on activities initiated by kids and guided by teachers. It also translates to an absolute horror of worksheets, despite many parents' yearnings.

At a Head Start research conference in Washington, D.C., a teacher suggested that these parents might want evidence that their children are working on a curriculum. If so, they have the right idea, but worksheets aren't the way to go about it. Research shows "it seems to matter that you have content in your curriculum, not just that you let [kids] come in and play every day," says Freve. In the most effective schools, "the children have something they're investigating and learning about."

High/Scope studies show that the best learning occurs when a teacher follows the children's lead in deciding what they'll investigate. Also important: beginning with a concrete fact and moving on to an abstract idea. Shouse criticizes most preschools for doing the

opposite: "They'll tell you that children learn best from concrete to abstract, but what they're doing is starting with the abstract--the books, videos, stories about a fire station--rather than starting with [a visit to] the fire station itself."

Some subjects beg to be covered in an ECE curriculum. Ongoing studies at the University of California-Irvine and the University of Wisconsin-Oshkosh indicate that *music* training improves kids' spatial-temporal reasoning--the kind used in proportional math, fractions, and geometry. Gordon Shaw, Professor Emeritus at Irvine, and president of M.I.N.D. (*Music Intelligence Neural Development*) Institute, in Orange County, says, "If you're looking for long-term benefits, I think we don't have all the answers yet, but all the indications are that *music* is really helping to hardwire the *brain* to improve what we call spatial-temporal reasoning."

5. Make room to grow. "A good teacher can make almost any space work," Freve says, but NAEYC recommends at least 35 square feet of usable play space indoors per child, and your state probably has minimum requirements as well. Ideally, an ECE center should also have low sinks and small toilets, preferably in the classroom.

When Indiana licensing consultant Bob Mills enters an ECE classroom, he says he immediately looks for signs of an effective program: "Is a sand/water area open and in use? Is an art easel open and available? Does the room have a good supply of unit blocks? Is the teacher actively involved in play with the children?"

Based on her research, Freve looks for a logical, somewhat tidy arrangement of interest areas ("In the Art Area, you have only art materials--you don't have small manipulatives"); unstructured materials such as blocks, Legos, and art supplies (and plenty of them: "Children shouldn't be fighting over them"); and a large selection of books, papers, pens, and other literacy-related materials. A computer is OK, she says, but "if you're just starting up a program or if you don't have a lot of money, that's not where I would put my money. It's a luxury."

Outdoors, NAEYC recommends at least 75 square feet of play space per child. (If you don't have enough space, you can take fewer kids outside at a time.) For safety's sake, preschoolers need a separate playground, with equipment specifically designed for 2- to 5-year-olds, says Donna Thompson, director of the National Program for Playground Safety at the University of Northern Iowa: "I wouldn't allow them to be on the school-age equipment at all. Ever."

But you might not need traditional playground equipment. Opportunities to build things out of sand, water, and other materials are probably more important. Thompson also recommends "a tricycle path so [kids] can ride around, not just in a circle, but maybe in a figure 8 or at least something not totally predictable."

6. Take care of teeth, toes, and tummies. Effective, research-backed ECE programs usually provide dental, medical, and diagnostic services or referrals. And food. Small, growing children need to eat more frequently than big people--which makes snacks important, says Suzanne Rigby, a nutritionist at the American School Food Services

Association, in Alexandria, Virginia: "Their little tummies can't sit and eat all the calories they need" in three meals.

Because fat is important in forming *brain* cells, very young children shouldn't limit fat intake. Rigby, known for her cut-the-fat advice for older kids, recommends going beyond the federal dietary guidelines (which advise not restricting fat for children under age 2) and allowing more fat for 3- and 4-year-olds, as well. She advises gradually tapering down until kids reach recommended guidelines (limiting fat to 30% of the caloric intake) by age 5. "Offer things in moderation," she advises. "Train those little taste buds to like fruits and vegetables and to like foods that aren't really fatty, but don't be so concerned if there is some fat in the diet."

7. Test gently. Many researchers are understandably nervous about testing preschoolers, even for school readiness. Most such tests have not been good predictors of children's performance in the early grades.

"The question is, should we test young children?" asks Samuel Meisels, an ECE assessments researcher at the University of Michigan. "I answer it with both a yes and a no. The no is if we're going to use group-administered, standardized achievement tests. " In addition to tripping kids up with multi-step directions, such tests "don't give us a true picture of what kids know, and they tend to focus on things out of context."

Meisels says yes to individually administered tests designed to identify kids suspected of needing special help. Waiting until kindergarten or first grade means waiting to "start a special ed referral, which can take a long, long time," he says. "The problems just get concretized. "

Be aware that testing preschoolers is a touchy subject. "We don't want children to be tiered and classified at the preschool age," says Evelyn Moore, president of the Black Child Development Institute, in Washington, D.C. Meisels agrees and has designed the respected "Work Sampling System," a performance assessment tool that depends on ECE teachers' observations over a school year to determine school readiness.

8. Don't forget parents. Educators have long known that the surest indicator of children's success in school is the involvement of their parents or guardians. And the best time to hook parents is in the early years. In fact, some experts attribute the notorious "fade-out" of many Head Start students--their failure to keep pace in the early grades, after leaving Head Start--to the fact that their parents are no longer as deeply involved as they were during their kids' Head Start years.

Research shows that the most effective ECE programs, especially for at-risk students, include home visits where teachers get to know families better and share information about stages of child *development*. The Perry Preschool provides just half-day sessions for kids, so teachers can devote their afternoons to visiting homes--enabling each family to receive a 90-minute visit every week.

Many successful programs bring parents into the classroom. Training and paying parents as teaching assistants can also help the staff achieve an ethnic and racial mix representative of the community, provide role models for children, and keep the community informed about what's going on at the school--not bad goals for all schools, says Moore: "I think if we had had

community oversight of our public schools, we would not have the deterioration that came from so many years of neglect and people not knowing how bad things were."

Some states and school districts are trying to reach and involve parents even before preschool. Georgia sends each new mother home from the hospital with a classical *music* CD or tape, for instance, and Parents as Teachers (PAT) representatives from Missouri school districts prowl hospital maternity wards, seeking recruits for the enrichment program that has been endorsed by neuroscientists.

PAT offers personal visits by trained parent educators, weekly meetings **with other** parents, medical referrals, and other resources. By the time PAT children leave the program at age 3, their language skills are significantly more developed than those of other children their age. And the comparative advantage continues through at least fourth grade, says Mildred Winter, executive director of PAT.

The fact that the program is available to families at all income levels makes PAT "more politically palatable," says Winter; it also recognizes that a parent's income and educational level aren't the only factors that can place a child at risk. And seeing doctors, lawyers, and teachers sign up for PAT, she says, makes "other people say, 'That's a program for winners.' Parents won't come in if it's seen as a program for losers."

Almost every parent and every school district would like to think of their children as winners. A top-flight ECE program can help make them so, but such programs are not cheap. If your district decides--or is required by law--to offer an ECE program, researchers beg you to commit yourself to excellence. "Don't try to do it on the cheap," says Barnett.

Researcher Mitchell agrees: "We know that bad programs actually hurt children, and mediocre programs don't do them any good. It's the quality programs that make a difference. "

But even the best programs can't inoculate kids against poverty, poor parenting, and ineffective schools. More than 30 years after he helped launch Head Start for low-income children, Zigler continues to ask: "What can you realistically expect from a one-year program? We should expect better school readiness,...but that's not the end of the line."

By Rebecca Jones, From The American School Board Journal

Rebecca Jones is Senior Editor, The American School Board Journal. Condensed from The American School Board Journal, 185 (October 1998), 2025. c 1998, National School Boards Association, 1680 Duke St., Alexandria, VA 22314. All rights reserved.

Source: Education Digest, Apr99, Vol. 64 Issue 8, p8, 7p. **Item Number:** 1762695

CAN MUSIC MAKE US MORE INTELLIGENT?

The recording industry produces one of history's most popular products. Virtually everyone likes music in one form or another.

But is it possible that everyone also needs music? Beyond being a form of art or entertainment, might music also be a kind of essential nutrient that the human brain requires? Can music make us more intelligent?

These questions are being explored in ongoing experiments under my supervision at the University of California, Irvine. And the answer, at least so far, is yes. We have found that music can enhance spatial reasoning--the brain's ability to perceive the visual world accurately, to form mental images of physical objects, and to recognize variations of objects.

These findings hold new and profound implications for the importance of music in education, especially the education of young children. Spatial reasoning is essential to success in a variety of academic subjects, notably math, the sciences, and engineering. Many problems common to these disciplines are not easily described in verbal form, and depend for their solutions on abstract thinking and visualization -- skills that result from highly developed spatial reasoning ability.

Our research has found that the relationship between music and spatial reasoning is so strong that simply listening to music can make a difference. This is the so-called "Mozart Effect" that has received significant news coverage recently.

In 1993 we found that, compared to those who simply sat in silence or listened to relaxation instructions, 36 college students who listened to 10 minutes of Mozart's "Piano Sonata K448" subsequently experienced a significant increase in their spatial IQ scores. This year we completed a second experiment, using 79 students and additional test situations, that confirmed that the Mozart Effect is indeed a real phenomenon.

But if mere listening can boost spatial reasoning, what might be achieved through a program of active music training? This is the focus of our work with preschool children, and the aspect of our research that may offer the greatest benefits for future generations.

Last year, we completed a pilot study in which ten 3-year-old children were given music training--either singing or keyboard lessons. The scores of every child improved significantly on the Object Assembly Task, a section of the Wechsler Preschool and Primary Scale of Intelligence-Revised that measures spatial reasoning.

At the American Psychological Assn.'s annual convention in Los Angeles in August, we reported the results of a follow-up experiment which found that the spatial reasoning performance of 19 preschool children who received eight months of music lessons far exceeded that of a demographically comparable group of 15 preschool children who did not receive music lessons.

The notion that music is important to the development of a child's intellect is hardly new. Plato believed music was the first subject that children should learn, to create a sense of order and harmony in the mind. Until now, however, no one has been able to demonstrate a direct, causal link between music and the development of human intelligence early in life.

The discovery of this link has special significance today, when music occupies a paradoxical position in American society. Music has never been more prevalent than it is in the United States in 1994. With technology such as portable compact disc players, it is now possible to listen to high-quality recorded music anywhere, any time we want. In our homes, in our cars, in supermarkets, or camping in the wilderness, music serves as a kind of personal score to accompany our daily activities.

Yet as a subject in school, music has rarely been regarded with less esteem. For more than 10 years, music programs have been systematically cut or reduced in many U.S. school districts. The rationale given by legislators and school administrators has been starkly pragmatic: In order to revive lapsed academic standards and maintain America's ability to compete globally in business and technology, school curricula must focus on the "basics"--reading, writing, math, and the sciences. That reasoning maintains that music is a nice activity for kids to learn, but with school budget belts being pulled tighter and tighter, it's also expendable.

In light of our findings, however, this argument no longer holds water. Music, in fact, is one of the basics: a building block that serves as the foundation for one of the brain's higher cognitive functions. Without first being given training in music, our children cannot reach their full potential to be doctors, mathematicians, engineers, scientists, or to hold a wide range of other professions.

Our research also indicates that music training may most benefit those children for whom maximizing academic and career potential is critically important: the disadvantaged. In our pilot study with preschool children, those from disadvantaged backgrounds displayed a particularly dramatic improvement in spatial reasoning ability following music training.

Music programs in schools may enable the disadvantaged to learn on a more equal footing with children from more affluent backgrounds. Because it is nonverbal, music, unlike many traditional teaching methods, does not force disadvantaged children to struggle with language or cultural differences. And unlike children from higher-income families, who have access to private music lessons, school may offer many disadvantaged children their only opportunity for music instruction.

Music should be prized and emphasized as an invaluable way to boost human brain power. The challenge is to identify and articulate the music training programs that can be most successful in achieving this goal.

By FRANCES RAUSCHER, Ph.D.

Frances Rauscher, Ph.D., is a research psychologist at the Center for Neurobiology of Learning and Memory at the University of California, Irvine.

Source: Billboard, 10/15/94, Vol. 106 Issue 42, p10, 1/2p, 1bw. **Item Number:** 9410312724

GREAT BEGINNINGS:

The First Years Last Forever

*As we approach the birth of a new millennium, with all that
fresh beginnings imply, we are filled with hope and anticipation.
And nowhere is the future more celebrated than in the
genuinely precious gift of each new child
A society is measured not only by its ability to overcome obstacles,
but by its ability to nurture opportunities.
And it all begins with babies.*

Johnson & Johnson

It all begins with babies... and their brains. The first three years are a critical period in the development of every child. The experiences of that child will influence the way in which the brain grows - the way in which the brain is wired. For example, if a baby hears a lot of rich, descriptive words, s/he is likely to be much more able to think conceptually than children whose caregivers do not talk with them very often.

Why are the first three years so important because the brain is NOT fully developed at birth. However, by age three, 85% of the core structures are in place. So an infant or toddler who sees few pictures, few colors, hears less conversation, feels little affection and loving touch, actually can have a brain that is 20-30% smaller than a child who is loved, cuddled, and nourished. A warm, nurturing environment with consistent loving adults and caregivers will give a child the foundation for a promising future. A hostile or sterile living environment coupled with inattentive, emotionally unpredictable, or changing caregivers will leave a child with diminished potential.

The impact of the environment is dramatic and specific, not merely influencing the general direction of development, but specifically affecting how the intricate circuitry of the human brain is 'wired.'

How the Brain Develops

The brain grows in sequential fashion, from bottom (brainstem) to top (cortex), or from the least complex part (brainstem) to the more complex area (cortex).

Brainstem - at the base of the skull

- Controls the most basic life activities, including heart rate, blood pressure, & body temperature.

Midbrain - at the top of the brainstem

- Controls motor activity, appetite, & sleep.

Limbic system - inner, central portion of the brain

- Controls emotional reactivity, attachment, affect regulation, long-term memory.

Cortex - top layer of the brain, about the depth of two dimes placed on top of each other

- Controls logical thinking, reasoning, abstract thought, emotional mediation.

Take Care! Neurons at Work

While many cell types make up brain mass, the neuron is the brain cell which mediates the activities that we associate with brain function - thinking, feeling, seeing, etc. We are born with roughly 100 billion neurons which connect with one another through synapses to form networks that connect to form systems. The systems work together to allow specific activities, such as vision, to occur. For instance, in the region of the cortex that controls

vision (occipital lobe), there are a number of "visual maps" or systems of neurons that respond to different components of sight, i.e., color, form, motion. Yet, the individual sees a synthesized "picture." What happens to the child, both prenatally and during the first years of life will determine how these brain cells move from the more primitive, or lower, areas of the brain up to the limbic and cortical regions. The environment also inhibits or reinforces the connections (synapses) that occur between brain cells.

Neurons on the Move

Because the different systems in the child's brain develop at different times, neuroscientists have determined that specific parts of the brain require environmental stimulation during specific times in a child's life. If a child is deprived of visual stimulation during the first few months of life, that child will have permanent visual impairment. Critical windows are associated with the migration and differentiation (taking on a specific, rather than a general, function) of neurons. As Dr. Felton Earls states:

In complex organisms, neurons must travel from the proliferative area in which they are generated to distant zones where they differentiate and establish permanent connections with other neurons...These events occur at specific times in the developmental cascade and a missed "opportunity" cannot be compensated for at a later time as the conditions have changed and the developmental potential has become constrained or limited by subsequent events.

Knowing that the different systems develop at different times and that environmental stimulation is necessary for normal development, tells us two important things:

1. a child must receive the appropriate "signals" from the environment - they must hear language to learn language; they must be able to see in order to develop vision; they must be cuddled, loved, and touched to understand human connection.
2. if environmental cues are missing during critical times of development, the parts of the brain regulating these activities do not develop appropriately.

What about the Environmental Cues? What Happens?

Appropriate environmental stimuli, at the appropriate times, strengthen the neuronal synapses and when the stimuli are repeated they reinforce the synapses in a use-dependent fashion.

- **Vision** - in the occipital lobe, there is a spurt in neuronal synapse formation between months two and four that peaks during the third month when a single neuron may connect to as many as 15,000 other neurons depending upon the visual experiences of the child. If a child is born with a congenital cataract, it must be removed early in life; age two is too late -the neuronal connections between the eye and the brain will have failed to form.
- **Language** - by six months of age, the auditory map (temporal lobe) in a child from a Spanish-speaking family looks different than the auditory map of a child in an English-speaking family. Research has shown that children who are language-deprived are less able to think conceptually at age four than children who have a rich language experience (hearing a lot of descriptive words spoken with an encouraging, loving voice).
- **Touch** - children, deprived of touch, do not exhibit normal body or brain development; attachment behavior is affected because the part of the brain (parietal lobe) involved in attachment does not develop normally; the "wiring" is less dense because of sensory deprivation.

Such a person is literally lacking some brain organization that would allow him to actually make strong connections to other human beings. Remember the orphans in Romania? They're a classic example of children who, by virtue of not being touched and held and having their eyes gazed into, didn't get the somatosensory bath.

Dr. Bruce Perry

When Things Go Wrong

Trauma and abuse can cause significant damage to the developing brains of young children. Increased levels of cortisol wash over the brain, causing parts to be 20-30% smaller than in normal brains. In addition, certain brain systems appear to be sensitized by repeated traumatic experiences (use-dependent phenomenon), so that these children may exhibit hyperactivity, anxiety, and/or impulsive behavior. Dr. Megan Gunnar, University of Minnesota, states, "Kids from high stress environments [have] problems in attention regulation and self-control."

Public Policy Implications

The brain holds the key to our highest potential as human beings. If programs and policies can increase the number of children who will become intelligent, empathetic, productive adults and decrease the number of children who will require special education, mental health, child protective, and juvenile justice services, than government ought to ensure those programs and policies.

The first provider for each child is the parent(s). Parenting resources such as home visiting programs should be accessible statewide.

High standards and adequate funding for child care, foster care, and child protective services must be both demanded and supported.

Key principles of child development and caregiving must be integrated into public education. We require more formal education for driving a car than rearing a child.

All children must have the opportunity for a "Great Beginning,"

Source: WISCONSIN COUNCIL ON CHILDREN AND FAMILIES, 16 North Carroll St. Room 600 · Madison, WI 53703 · Phone: (608) 284-0580 · Fax: (608) 284-0583 · www.wccf.org · Email: wccf@mailbag.com

NEWS ON *BRAIN* GAIN

As research reveals more of how the human *brain* works, educators and scientists are contemplating how the new findings will affect current perceptions of teaching and learning.

What does the latest *brain* research tell us?

Children come into the world with an incredibly flexible *brain* that's constantly changing and packed with billions of cells or neurons -- more than they'll ever use.

Scientists have coined the term "plasticity" to describe the *brain's* ability to undergo physical and chemical changes -- growing new connections in enriched environments and losing many connections when the stimulation isn't there.

Windows for *development* close early in some areas. A baby born with vision-clouding cataracts, for example, will be forever blind if sight isn't restored by age two or three, because cells that process visual stimulation will wither or move on to other tasks. For the same reason, children born deaf won't acquire spoken language if they haven't heard the human voice by around age 10.

So if a child is neglected at a young age, is all hopeless?

No. But early intervention is critical to overcoming problems caused by lack of *brain* stimulation. Research by Craig Ramey at the University of Alabama has shown that such intervention can even raise the IQ scores of infants from impoverished environments as much as 15 to 30 percent.(*).

The years between infancy and elementary school graduation are critical for *brain* building. But all isn't lost if a child hasn't jumped into violin or French lessons by age three.

"There's no reason a person of 50 couldn't learn to play the violin," says Robert Sylwester, professor emeritus of education at the University of Oregon and author of *A Celebration of Neurons: An Educator's Guide to the Human Brain*. "Just don't book Carnegie Hall."

What does all this mean for teaching and learning?

"When something is fun, when an activity is hands-on, kids remember it," says Pat Wolfe, a former classroom teacher who's now a consultant specializing in the application of *brain* research to education practice.

"What *brain* research is doing is validating what good teachers have always done," she notes.

Parts of the *brain* haven't changed in thousands of years, Wolfe explains. When an activity has emotion attached, there's a chemical release in the *brain* that increases the strength of the memory of the event. Role-playing, simulations, cooperative groupings can all trigger emotions, making learning more memorable.

But too much emotion can disrupt learning. "There's a fight or flight response," says Wolfe. When emotions get too high, lots of things, including memory, shut down and energy gets directed toward survival.

"What we need in schools is a high-challenge, emotionally exciting, but low-threat environment," she says.

That's not so easy, especially during the turbulent pre-teen and teen years when just being called on in class or getting a pimple can be a high-threat situation.

So getting to know students as individuals-and understanding what triggers their negative emotions -- is important. But that's difficult when class sizes are large or if 150 students pass through your room each day, says Wolfe.

Possible answers: Small teams with fully integrated curriculum, where teachers meet with the same students all day. Or block scheduling, where time's spent on hands-on projects and not just longer lectures. These set-ups make it easier to successfully incorporate positive emotion into activities.

What's the best way to engage students' brains?

Results of the latest *brain* research make a strong case for the role of the arts in education. "It's a pretend world where kids get to carry out functions in a rehearsal setting -- to get up, do stuff and interact with each other," says education professor Sylwester.

In her workshops, Wolfe brainstorms with educators on integrating the arts into the curriculum. Brain-compatible teaching should include *music*, for example, for much more than just the early learning of the alphabet and counting games. The *brain* simply does a better job of retaining information connected with rhythm and rhyme.

Today's school and the brain -- a mismatch?

We need to remember that thousands of years ago there was no school, says Sylwester.

"Kids were absorbed into the life of the community and learned what they needed to learn," he notes. "In school, we remove kids from the normal course of life. We don't expect them to be productive yet. And we give them answers to questions they didn't ask."

Putting 30 children in a room and giving them information they might need later on is counterproductive, says Sylwester. "To simply think without the opportunity to act is not what the **brain** is designed to do."

"We have school systems set up for the industrial age -- for children who were going on the assembly line," says Wolfe. "But 80 percent of kids entering kindergarten in 2000 will be in jobs that don't even exist today."

There's lots of work to do to restructure education in a way that fully stimulates today's young minds, says Wolfe. But she's encouraged.

"I've been doing staff *development* for 20 years and I've never seen such excitement as in my workshops on *brain* research," Wolfe notes.

"Finally, teachers are being treated as professionals," she says, "and are being given a scientific knowledge base for what they do."

For More Information

- *Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth through Adolescence* by Marian Diamond and Janet Hopson discusses many of the latest findings on *brain development*. \$13.95 from Dutton. Available in local bookstores.
- The Association for Supervision and Curriculum *Development* offers a wealth of resources on how the *brain* reams, including an audiotope, *Translating Brain Research into Educational Practice*, with Pat Wolfe (\$47.95 for non-members). For more information, call 800/933-ASCD or visit the Web at www.ascd.org.

Update

- An Educators' Guide to Schoolwide Reform has been revised since NEA Today reported on it in this column last month.

The Edison Project has been removed from the report because the research firm compiling the ratings decided that not enough data was available for an accurate assessment.

For a copy of the guide, visit the NEA Web site at www.nea.org or check with your local or state Association.

A No-Brainer?

From birth to age 10, the *brain* builds synapses -- connections among *brain* cells -- at a rate of up to 3 billion per second. After age 10, that process stops. Despite these facts, some indicators show the United States hasn't yet recognized the early childhood years as a crucial time for learning.

Consider:

About 12 percent of infants born in the U.S. suffer significant reduction of their cognitive ability as a result of poor prenatal education and care. Twenty-five percent of all pregnant women in the United States receive no parental care.

The early childhood years received the least emphasis in federal, state, and local programs. The United States spends seven times more on the elderly than it does on children from birth to age 5.

About half of all U.S. children are in full-time day care within their first year. But many day care centers are underfunded and staffed by undertrained, low-paid workers.

Source: "What Do We Know from *Brain* Research?" Educational Leadership, November 1998. Copyright Pat Wolfe and Ron Brandt.

(*) See the April 1999 NEA Today Innovators section for an interview with Craig Ramie.

Source: NEA Today, Mar 99, Vol. 17 Issue 6, p. 19, 1p.
Item Number: 1587404

APPENDIX 7

Head Start Agencies

Advocap, Inc.

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Bad River Head Start

Judi Blanchard, Director
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Odanah WI 54861
Phone: 715-682-7144
FAX: 715-682-7118

CAP Services, Inc.

Cathy Arentsen, Director
5499 Hwy 10 East
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Phone: 715-345-5210 x28
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E-Mail: hssailor@coredcs.com

CESA 11 Head Start

Barb Wehman, Director
Sue Schultz, EHS Coordinator
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FAX: 715-986-2041
E-Mail: becky@cesa11.k12.wi.us (Both)

CESA 2 Head Start

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CESA 7 Head Start

Linda Gratz, Director
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Child & Family Centers of Waukesha
Tim Nolan, Director
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Child & Family Development Centers

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La Crosse WI 54603
Phone: 608-785-2070
FAX: 608-785-2079

Dane County Parent Council

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Elizabeth Hakes, EHS Coordinator
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Day Care Services

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Milwaukee WI 53216-0559
Phone: 414-871-8500
FAX: 414-871-1511

Eau Claire Head Start

Dr. Rick Savolainen, Director
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Family & Child Learning Centers

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Guadalupe Head Start

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Head Start of Central WI

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Ho Chunk Nation Head Start

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Indianhead CAP

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Kenosha Schools Head Start

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Lac Courte Oreilles Head Start

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Lac du Flambeau Tribal Council

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Little Learner's Head Start

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Marathon County CDA

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Milwaukee Schools Head Start

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Next Door Foundation

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Terri Birt, EHS Director
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Northcott Head Start

Francis Martin, Director
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Oneida EC Head Start

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Racine County CAP

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Red Cliff Tribal Council

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Rock Walworth CFS Head Start

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Social Development Commission - Delegate

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Southwest CAP Head Start

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Stockbridge Munsee Head Start

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UMOS, Inc.

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Urban Day School

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UW Oshkosh Head Start

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Washington County Head Start

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West Central Community Action

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APPENDIX 8

ETN Locations

To find out about this or other ETN courses offered in your area, call the location nearest you on the list below. Indicate the site location and site number on your registration form.

818	Adams, UWEX Ofc	608/339-4238	606	Menomonee Falls	262/255-8390
820	Alma, CH	608/685-6256		Maude Shunk Library	
322	Antigo, NCTC	715/623-7601	119	Menomonie, Ag Ctr	715/232-1636
209	Ashland, CH	715/682-7017	106	Menomonie, UW-Stout	
108	Baldwin, Ag Ctr	715/684-3301			715/232-2431
214	Balsam Lake, Co Ctr		414	Merrill Co Annex	715/536-0304
		715/485-8600	625	Milwaukee, LICCE	414/227-3398
810	Baraboo, UWEX Ofc		532	Milwaukee, UWEX Ofc	
		608/355-3250			414/290-2433
213	Barron, CH	715/537-6250	710	Monroe, UWEX Ofc	608/328-9440
124	Black River Falls, CH		817	Montello Co Serv Ctr	
		715/284-0227			608/297-9153
541	Burlington, Love, Inc.		424	Neillsville, CH	715/743-5121
		262/763-6226	312	Oconto, CH	902/834-6846
609	Chilton, UWEX	902/849-1450	205	Phillips, UWEX Ofc	715/339-2555
212	Chippewa Falls, CH	715/726-7950	716	Platteville, UW	608/342-1648
425	Crandon, CH	715/478-2212	619	Port Washington, Co	
712	Darlington, Ag Ctr	608/776-4820		Admin Ctr	262/284-8288
714	Dodgeville, CH	608/935-3354	813	Portage, Co Ag Ctr	608/742-9680
112	Durand, Govt Ctr	715/672-5214	722	Prairie du Chien, UWEX	
429	Eagle River, CH	715/479-3648			608/326-0223
203	Eau Claire, CH	715/839-4712	2962	Reedsburg, Library*	608/524-3318
202	Eau Claire, Library	715/839-5000	426	Rhineland, UWEX Ofc	
503	Elkhorn, CH Annex	262/741-3186			715/365-2750
111	Ellsworth, Co Ofc Bldg		804	Richland Center, UW	
		715/273-3531 X663			608/547-6148
2902	Florence, Natural Resource		109	River Falls, UW	715/425-3256
	& Visitor Center*	715/528-5580	310	Shawano, CH	715/526-6136
608	Fond du Lac, UW	920/929-3170	612	Sheboygan, UW	920/459-6617
2904	Grand Marais, MN,		218	Siren, Co Govt Ctr	715/349-2151
	Library	218/387-1140	819	Sparta, CH Annex	608/269-8722
308	Green Bay, Ag & Ext Ctr		219	Spooner, UWEX Ofc	
		920/391-4810			715/635-4444
406	Green Lake, CH	920/294-4032	410	Stevens Pt., Co/Cty. Bldg.	
607	Hartford, Library	262/673-8240			715/346-1316
215	Hayward, CH	715/634-4839	430	Stevens Point, UW	715/346-2647
123	Hudson, Co Govt Ctr		316	Sturgeon Bay, Library	
		715/386-4608			920/746-2260
208	Hurly, CH	715/561-2695	217	Superior, CH	715/395-1363
707	CLOSED MAY CLOSED		809	Viroqua, Co Ofc Bldg	
540	Jefferson, UWEX	920/874-7295			608/837-2165
820	Juneau, Co Ofc Bldg		211	Washburn, Co Admin Bldg	
		920/366-3790			715/373-6104
538	Kenosha, Northside Library		528	Waukesha, Co Admin Ctr	
		262/595-3740			262/548-7770
320	Keshena, CH	715/799-4654	421	Waupaca, CH	715/258-6231
318	Kewaunee, CH	920/388-4410	412	Wausau, CH	715/261-1230
821	LaCrosse, UWEX	608/785-9593	404	Wautoma, CH	920/767-0416
204	Ladysmith, CH	715/532-2151	622	West Bend, UW	262/335-5225
718	Lancaster, UWEX Ofc		116	Whitehall, CH	715/538-2311
		608/723-2125	534	Whitewater, UW	262/472-1003
2922	LaPointe, Madeline Island		413	Wisconsin Rapids, CH	
	Public Library	715/747-3662			715/421-8440
01	Madison, UWEX				
	The Pyle Center	608/262-4342			
2921	Lakeland Elem. *	715/543-2296			
618	Manitowoc, Co Ofc	920/683-4170			
315	Marinette, CH	715/732-7510			
431	Marshfield, City Hall	715/384-1636			
622	Mauston, UWEX	608/847-9129			
420	Medford, Co Annex	715/748-3327			
427	Menasha, UW-Fox Valley				
		920/832-2636			

If you register within 10 days of the starting date of the program or course, please contact the local ETN coordinator to verify accessibility. Registrations at that time are welcome, but we cannot guarantee you will receive handouts before the first session.

This list is accurate as of the date of printing. Sites may change after that date. If you do not see your city listed, call 608/262-1598, for an updated list of sites. [01/00]

APPENDIX 9

MODEL WORK STANDARDS INFORMATION

Model Work Standards include the elements of early childhood jobs that: (1) enable teachers to provide the best education and care to children; and, (2) provide working conditions and support that will enable teachers to continue in their careers. Every teacher has a right to an agreement (through personnel policies or employee contracts) which includes provisions for the following:

- PUBLISHED SALARY SCALE FOR ALL POSITIONS
- REGULAR COST OF LIVING INCREASES
- BENEFITS PACKAGE SPECIFYING EMPLOYER PAID COMPONENTS AND EMPLOYEE PAID OPTIONS
- HOLIDAY, VACATION AND SICK/PERSONAL LEAVE WITH EMPLOYER ARRANGED SUBSTITUTE COVERAGE
- JOB DESCRIPTIONS AND EVALUATIONS
- WORK SCHEDULE AND BREAKS
- INPUT INTO HIRING CO-WORKERS AND DECISIONS ABOUT LAY-OFFS AND RECALL
- TRANSFERS AND PROMOTIONS
- PROFESSIONAL DEVELOPMENT OPPORTUNITIES
- ACCESS TO PROFESSIONAL CONSULTATION FOR CHILDREN AND FAMILIES
- ADEQUATE PROGRAM SUPPORT STAFF
- PROFESSIONAL PAID PREPARATION AND MEETING TIME
- DISCHARGE, DISCIPLINE AND GRIEVANCE PROCEDURE
- SEVERANCE PAY
- AFFIRMATIVE ACTION
- DUE PROCESS FOR STAFF DURING INVESTIGATIONS OF CHILD ABUSE AND/OR NEGLECT
- HEALTH AND SAFETY PROVISIONS FOR ADULTS AND CHILDREN
- STAFF/CHILD RATIOS AND GROUP SIZES
- CHILD ADMISSION, ASSESSMENT AND TERMINATION

To order the Model Work Standard, contact:

Center for the Child Care Workforce
733 15th Suite 1037
Washington DC 20015-2112
Phone: (202) 737-7700
Fax: (202) 737-0370
email: wwd@ccw.org